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ABSTRACT

Ten lessons (designed to be covered in 10 sessions of three hours each) are included in this teacher's guide to a review course for students who know either Pitman, Gregg, or machine shorthand, or some other system. (Upon completion of the course the student is expected to possess improved skills and knowledge in stenography as well as in transcription, English, letter styles, office behavior, and special typing problems like tabulation and typing of numbers. The course is designed for use in the adult education programs of school districts and of Boards of Cooperative Educational Services (BOCES), or in community colleges in New York State. Lesson titles are (1) Course Introduction, (2) Skill-Building and Letters, (3) Stenography Skill Building, Word Skills, and Work Habits, (4) Grammar, Word Study, Tabulations, and Cooperation in the Office, (5) English Mechanics, Proofreading, Envelopes, and Grooming, (6) English Review, Duplicating Masters, and Office Ethics, (7) English Review, Numbers, Telephone Techniques, and Desk Organization, (8) English Mechanics, Applying for a Position, and Form Letters, (9) Word Study, Report Writing, and Work Standards, and (10) Division of Words, Reference Books, Machine Transcription, and Organizing of Work. Each lesson includes a list of objectives, and a content outline with parallel teaching tips and suggested references. (Content of each lesson includes a period of skill building in stenography and some English or word study, whether mentioned in the title or not.) A bibliography of textbooks, text-kits, records and tapes, and free material is included. (JT)

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INSTRUCTOR'S GUIDE FOR AN ADULT COURSE

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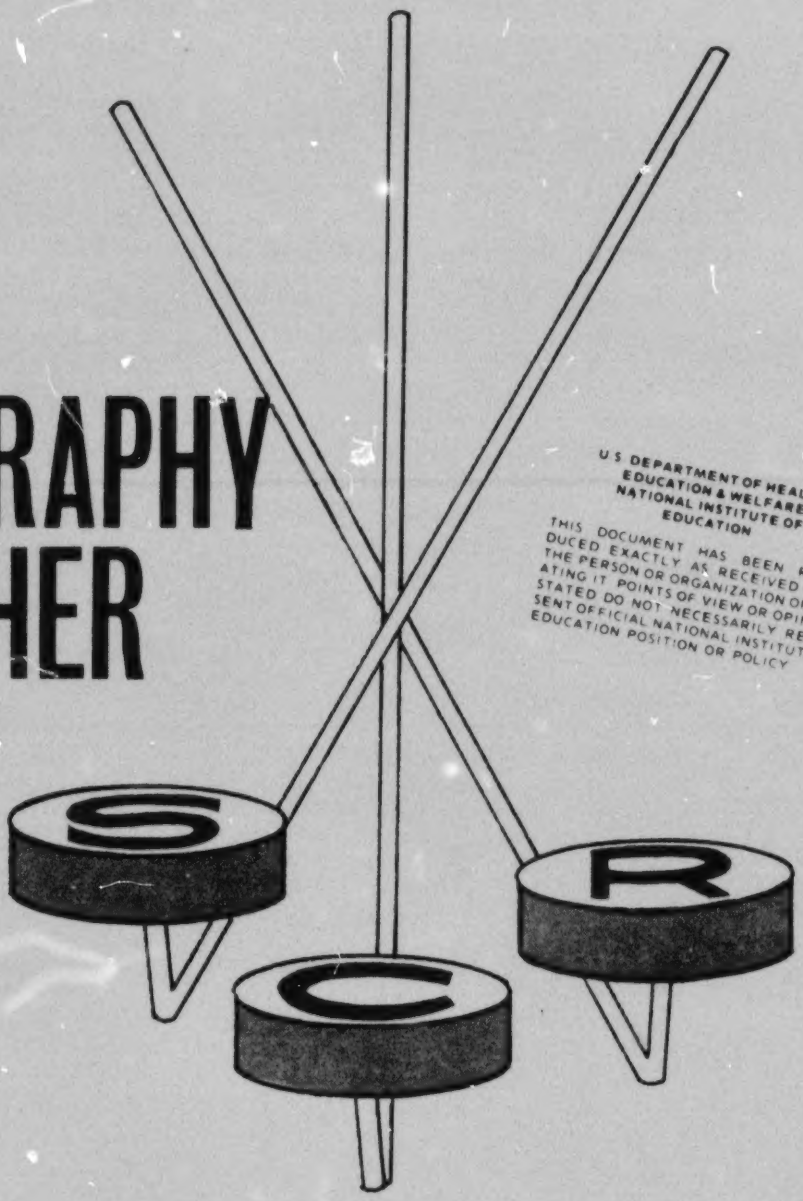
STENOGRAPHY REFRESHER COURSE

PART I



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1973

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Foreword

Stenography Refresher Course, Part I, described in this book, is intended as a review course. For those who know stenography and have been away from it, this course should help prepare them for stenographic employment. Part II is now being planned and is expected to cover the applying of the skills learned in Part I.

The scope and content of Part I were determined by an advisory committee consisting of the following: Eileen M. Burns, business teacher, Henninger High School, Syracuse; Phyllis Colpitts, assistant professor, School of Education, State University of New York at Albany; Hobart H. Conover, chief, Bureau of Business Education; Robert Fleig, associate, Bureau of Business Education; E. Noah Gould, associate, Bureau of Continuing Curriculum; Ernest Kastelic, teacher, Cornwall Central High School, Cornwall; and Ethel Keegan, supervisor of business education, Nassau County Vocational Education and Extension Board, Hempstead. Mr. Gould served as chairman of the committee.

The course was written by Miss Colpitts. Mr. Gould guided the development and writing of the course, edited the manuscript, and prepared it for publication. We acknowledge with thanks the help of all those named above.

HERBERT BOTHAMLEY, *Chief*
Bureau of Continuing Education
Curriculum Development

GORDON E. VAN HOOFT, *Director*
Division of Curriculum Development

Message to the Instructor

This instructor's guide is intended as an aid in the presentation of a well organized course. Those entering the course are expected to know either Pitman, or Gregg, or machine shorthand, or some other shorthand system. Upon completion of this course the student is expected to have improved her skills and knowledge in stenography, as well as in transcription, English, letter styles, office behavior, and special typing problems like tabulation and the typing of numbers. Depending upon her past experience, this improvement in skills should qualify her for at least an entry-level job as a stenographer.

The content of this booklet is suitable for use in the adult education programs of school districts and of Boards of Cooperative Educational Services (BOCES), and possibly in the community colleges of New York State. This course can generally be covered in 10 sessions of 3 hours each, but that pattern is by no means universal, nor is it mandatory in any sense.

The titles of the lessons indicate in a general way the content of each lesson. However, every lesson includes a period of skill-building in stenography, and some English or word study, whether mentioned in the title or not.

The instructor should be a person with good training and experience in one system of stenography and knowledge of office procedures. Teaching experience is quite desirable but is, perhaps, not absolutely essential. In fact, the content of this book is aimed more at the new instructor than the experienced one.

An instructor or administrator who needs help in planning or conducting a course using this publication may contact the Bureau of Business Education.

HOBART H. CONOVER, *Chief*
Bureau of Business Education

ROBERT H. BIELEFELD, *Director*
Division of Occupational Education Instruction

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Lesson 1
Introduction

OBJECTIVES

1. To establish a good working atmosphere
2. To explain the course content and the supplies and materials needed
3. To give practice in dictation and transcription
4. To administer an inventory pretest

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
I. Starting the Class	
A. Introductions of instructor and students	Spend the first part of the class period for you and the students to get to know each other. Start with introducing yourself. Suggest some reasons why the students may have joined the class and see how many have joined for those reasons. Ask for other reasons. This acts as a mixer. Have the students introduce themselves and tell what they are presently doing or what they hope to do.
B. Shorthand systems	Explain that there are many shorthand systems, both manual and machine, but the basics of secretarial skills are the same for all students regardless of the system learned. Mention that you are there to help each of them achieve the goals related to the system learned.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
C. Your record of student backgrounds	Distribute index cards and ask the students to write the following information on them: name, address, telephone number; where they work; what shorthand system they studied and when. Explain that the systems have changed over the years and you need these details to help plan for individualized instruction.
II. Purposes of the Course	The goals of the course are to help students increase shorthand proficiency so they can either obtain a new position or advance in the present one.
A. Skills	Point out that a combination of skills is necessary to be a successful secretary. Therefore the course will review not only shorthand and typing, but also supporting office skills.
1. Dictation practice	Regular dictation practice is necessary, starting with a review of the basic principles and building into increased and sustained speed.
2. Transcription	Transcription of the shorthand notes produces the finished typed product. Practice should bring increased speed and accuracy in typing, as well as in translation of the shorthand characters.
3. Communication skills	A secretary must have ability in both written and oral communication. This includes correct usage of grammar, punctuation, and spelling.
a. Proofreading	Since written communications are the life lines of the business world, all materials sent out should be carefully scrutinized for errors. Thus, the ability to proofread quickly and accurately is an important secretarial skill.
4. Office procedures	Each office has its own system for the routing and processing of work. Some-

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	times systems are written up in an office manual. This course will review general office procedures including telephone techniques, letter styles, business machines, and reference books.
5. Correct work habits	Correct work habits include organizing of work and ways of doing a better job faster. Methods leading to greater productivity will be stressed. Decision-making techniques will be discussed.
6. Human relations	More people lose jobs because of inability to get along with others than through lack of job skills. This course will cover how to work as a team in a close office situation, and other aspects of human relations.
7. Job hunting techniques	Since the students are preparing for the working world they should know how to: locate job openings, apply for a job, dress for an interview, and behave in an interview.
8. Civil service examinations	State and Federal governments are large employers of secretaries. Civil service examinations are given at intervals in many locations.
III. Materials and Supplies A. Supplies needed	Announce to the students that they will need to bring to class a shorthand notebook or shorthand machine, two pens, a red pen or pencil, typing paper, and carbon. A looseleaf notebook will be needed as a secretary's manual, which each student will write during the course.
B. Books to be used	Also they should have a small dictionary, a shorthand dictionary, and their beginning shorthand textbook. Emphasize that this textbook is to be the *basic* text, not advanced. Don't ask them to buy a beginning shorthand book, but try to get one through your school's business department. If all in the class use only one system of shorthand, and they have not studied

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	it for some time, you should recommend that they buy a shorthand kit. *Suggested References:** Leslie, *Gregg shorthand II.* (Text-kit) Leslie, *Individual progress method.* (Text-kit) Skimin. Also locate shorthand dictionaries for all the systems being studied and make them available to the students.
IV. Inventory Test A. Purpose	Before administering the test explain that its purpose is to locate their weaknesses and help to correct them. Point out that the test is a *learning* device and *not* for marks.
B. Dictation practice	Hand out shorthand paper to the class. Since your voice is new to them dictate some sentences at 40 or 50 words per minute. Stop after each sentence and have them read back. Try to relax them. Dictate a few more sentences and ask them to transcribe on the typewriter. This gives them an opportunity to become familiar with the typewriter before you give the typing part of the test.
C. Typing (Part I)	Distribute typing paper and a copy of a 3-minute writing. You will need a stop watch for both the shorthand and the typing practice. Allow the students two tries on timed writing. Have them check their errors and hand in the better copy of the two. *Suggested Teacher References:* *Gregg tests and awards book.* Hodel. Palmer. Rowe, *Typewriting drills for speed and accuracy.*
D. Shorthand (Part II)	Dictate a letter of about 100 words at the speed you used previously in dictating the sentences. Don't worry about its being slow. You are testing

* Full reference citations are given in the bibliography.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	for other things besides shorthand speed at this point. Ask them to transcribe the letter using whatever letter style they wish. *Suggested Teacher References:* *Gregg tests and awards book.* Russon, *Methods of teaching shorthand.* Russon, *Shorthand dictation ABC's.*
E. English mechanics (Part III)	Hand out a copy of a test covering grammar, punctuation, and spelling. It should contain about 25 sentences and a list of words from which they can choose those misspelled. *Suggested Teacher References:* Fisher, p. 209. Henderson, pp. 194-211. Krulik, p. 361.
F. Correcting the test	After the test is finished tell the group you will go over it with them in detail at the next meeting.
G. Analyzing test results	From the results of these tests you will know the skills that need to be improved and the weakest points in their backgrounds. This will enable you to plan the best use of class time. Plan the course at the level of the students' skills, not where you *wish* they were. They must feel that they are succeeding or they will soon drop the class. Nothing succeeds like success!
V. Assignment	Ask the students to look over the material in the first three chapters of their shorthand manuals. Be sure to have them leave with a good feeling. Tell them you are glad to be working with them and that after a few sessions they will be pleased at their progress.

Lesson 2
Skill-Building and Letters

OBJECTIVES

1. To build skill in shorthand
2. To review the inventory pretest
3. To reacquaint the class with the parts of a letter and letter styles

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
I. Skill-Building Shorthand	The instructor should start each class promptly. Administrative details such as taking attendance can be done when students are working by themselves.
A. Set the tone!	A skills instructor needs to be enthusiastic and ready to go. The first few minutes in each session sets the tone for the entire session. Capture the attention of the students by moving into the work quickly.
B. Theory review	Select a group of words from the first chapter and dictate it to the students. Ask someone to read back the group. Are there any questions? If there is a question, write the outline on the board or give the students an opportunity to look up the word in their dictionaries. Using this method review all principles in the chapters assigned for homework. Encourage students to ask questions.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
C. Dictation 1. Present a preview.	Select a short letter of around 100 words. Preview the material to be covered in the first minute's dictation. Dictate the first minute at a low rate, again at a control rate, a third time at a higher rate, and then drop back to the control rate. Ask how many were able to get the entire minute the last time. If a majority have it proceed to the next minute; if not try the first minute again.
2. Start slowly.	Always preview each minute of new practice material before you dictate it. You may find the rate is as low as 40 words per minute the first time you dictate. But remember you must start where they are now. It is where they are at the end of the course that counts. After dictating each minute separately, dictate the entire letter at the different rates. After each dictation allow the students time to ask questions and consult their dictionaries.
3. Encourage.	Keep encouraging them to try for higher speeds. Praise them for the progress they make.
4. Individualize.	Don't forget the few students who can take a much higher rate of dictation than the majority. Use the same copy and urge everyone to try, as you dictate to these people at a higher rate.
5. Use learning aids.	Since you will be giving speed-building in each session, you will find records, tapes, and cassettes invaluable. You can divide the time into sections and work with one part of the class personally, while the rest are on tapes or records. Then you should switch to another group and let the first group go to the lab situation. Nothing takes the place of the instructor's personal help and encouragement in increasing shorthand speed.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	Keep things moving but in a relaxed atmosphere. Remember they are tired when they come after working all day. Make it enjoyable for them. *Suggested Teacher References:* Bowman. Leslie, *Dictation for mailable transcripts.*
II. Review of Inventory Pretest of Lesson 1 A. Shorthand	Return the corrected tests to the students with a copy of the test. Allow them enough time to look over the letter and look up any words they missed. They may feel very discouraged at this point after seeing their letters, so encourage them and repeat that this is just a starting point. From now on all will be up! After the nervous pressure is off, dictate the letter from the Pretest at the same speed. After they have transcribed it, point out the improvement.
B. English mechanics 1. Reference manual	Prepare and distribute copies of the correct sentences and spelling words of the Pretest. The more material you prepare for them as reference sources the better the course will be. All this material will go into their secretary's manual which they will keep in a looseleaf notebook. If you use a transparency as you go over each sentence, it will help the students understand the rules involved.
2. Correct usage	You should also have an additional list of sentences to illustrate correct English usage for the sentences that were missed by the majority. This makes the student with an error feel that she was not the only one in the class who had difficulty.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
C. Typewriting 1. Kinds of errors	In looking over the typing part of the Pretest ask them to note whether they are having repeat errors. Also: Are the errors with right-hand or left-hand reaches?
2. Remedial work	Assign remedial material to help with their problems. Ask them to practice either this material or the timed copy of the Pretest. While they are typing walk around and check on their positions and help them individually. They are adults so *suggest* changes; *do not order them* to make changes. Give them reasons for the suggestions. Administer again the typing part of the Pretest. Point out any improvement. Praise them for it.
III. Organization of Letters	The parts generally included in a business letter are described below. Incidentally, most business letters are single-spaced. In discussing the parts of a letter, use transparencies of the sample letters on pages 14 and 15.
A. Letterhead	A letterhead is printed at the top of the page. It can vary in size and spacing.
B. Date line 1. Floating	The placement of a *floating* date line varies, depending on the length of the letter. However, it usually falls 12-15 lines below the top of the page. The horizontal placement is either just to the right of the center, or alined even with the right-hand margin.
2. Fixed	A *fixed* date line is used by some companies. It places the date two lines below the letterhead.
C. Inside address	The inside address is placed at the left margin three to five lines below the date line. The number of lines left blank depends on the length of the letter. The longer the letter the less the space allowed.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
D. Attention notice	This is used only when a letter is addressed to a firm and the sender wants a particular person to answer it. The attention notice is placed two lines below the inside address and looks like this: Attention: Mr. George Smith It is usually placed at the left margin but may be centered on the line.
E. Salutation	This part usually appears two lines below either the inside address or the attention notice if there is one. It is typed at the left margin. The salutation is the greeting and sets the tone of the letter. The one generally used for a firm is *Gentlemen*. If the firm is composed of women only, *Ladies* is generally used. When sending a letter to a particular person in the company, a less formal salutation is usual. For example: *Dear Mr. Lake*. A somewhat more formal salutation is *My Dear Mr. Lake*.
F. Subject line	If a subject line is used it is placed on the second line below the salutation, either starting at the margin, or indented, or centered. Its purpose is to point up the reason for the correspondence. The word *Subject* is followed by a colon, as follows: Subject: Textbooks
G. Body	The body of the letter conveys the message. It should contain at least two paragraphs. A double space is left between paragraphs.
H. Complimentary close	This is placed on the second line below the body of the letter and to the right of center. The words used in the closing depend on which salutation is used.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	Yours very truly, or *Very truly yours* are commonly used. To create a more personal tone use *Sincerely yours* or *Yours sincerely*.
	The complimentary closing is the *goodbye* of the letter.
I. Firm name	If a firm name is used in the closing, it is typed in solid capitals on the second line below the complimentary closing. Many executives do not use it if it is already on the letterhead.
J. Signature 1. Typed	The typed signature is placed four lines below the complimentary close, or four lines below the firm name, if one is typed. This contains the name of the person writing or dictating the letter and his official position.
2. Written	In the space above the typed signature the name is written in ink. If the letter has been composed by the secretary she writes her name followed by her official capacity.
K. Identification	The reference initials of the dictator and typist or the typist's initials alone are typed at the left margin. They should be either even with the last line of the signature or two lines below.
L. Enclosure	If another piece of printed material is to accompany the letter in the envelope, an enclosure notice is placed below the reference initials and at the left margin. Sometimes it is placed on the second line below instead of on the next line.
	If there is more than one enclosure, either the plural is used or a number. Example: for three enclosures use *Enclosures 3* or *Enc. 3*.
M. Carbon copies	If carbon copies other than the file copy are to be sent, refer to these on the second line below the enclosure reference or initials.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	List the names for carbon copies in decreasing order of importance. If they all have the same rank list them alphabetically. Example: cc: Mrs. Rose Brown cc: Miss Sara Jones cc: Mr. Ralph West or CC: Mrs. Rose Brown Miss Sara Jones Mr. Ralph West
N. Postscript	A postscript is used either for emphasizing a point mentioned in the letter or to add something. Place it at least two lines below the enclosure or carbon copy notice. State it very briefly.
IV. Letter Styles A. Modified block	*Modified block* style is used more frequently than any other. In this style generally all lines except the date, the complimentary close, and the signature lines begin at the left margin. This style may also include indented paragraphs. A sample letter appears on page 13.
B. Full block	*Full block*, sometimes referred to as *extreme block*, although faster to type is not a popular style. In this style every line except the letterhead begins at the left margin.
C. AMS Simplified	The *AMS simplified* style is sponsored by the Administrative Management Society. This is the same as the full block style except that the salutation and complimentary close are omitted. Also, the subject line is typed with more than the usual blank space above and below to ease filing.
D. Indented	The least used style is the *indented*. The date is placed on the right side. All lines of the inside address are indented in steps of five spaces each. The first line of the typed signature is indented five spaces from the

A(COUNCIL OF FURNITURE MANUFACTURERS
(
(3138 Holly Lane
(Latham, New York 12118

B April 30, 1973

C(Trueman Manufacturing Company
(Vernon Valley Lake
(Southwood, New Jersey 17328

D Attention: Mr. Elliott Ellias

E Gentlemen:

F Subject: Albany Furniture Fair

G In answer to your letter asking for details concerning the Albany Furniture Fair I am happy to send you the enclosed brochure which gives a description of the fair and a floor plan of the display area. This, the eighth fair, will be held on November 1, 2, and 3. Last year over 8,000 people viewed the displays.

Our representative in Westchester County, Mr. Gerald Barnes, will be contacting you soon. He has had over 25 years of experience in setting up displays at furniture fairs and will be able to discuss with you the best possible arrangement for your furniture.

Only quality manufacturers are asked to join us in this fair. We would be very happy to add your name to our list of exhibitors.

H Sincerely yours,

K

L ecj Ruth Light, Manager
M Enclosure

N cc: Mr. Gerald Barnes

P P.S. Applications must be received by us by July 15.

MODIFIED BLOCK STYLE OF BUSINESS LETTER

A Letterhead	H Complimentary close
B Date	K Signature
C Inside address	L Identification of dictator or typist or both
D Attention notice*	M Enclosure
E Salutation	N Carbon copies*
F Subject line*	P Postscript*
G Body	

*These items are often left out.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	complimentary close. Additional lines of the signature are indented further. The first line of each paragraph in the letter is also indented. A sample of an indented letter appears on page 15.
	Use either a wall chart or transparencies of letter styles to point out the differences. Also, ditto copies of at least the two styles illustrated should be given the students.
V. Assignment	Remind the students to review the next three chapters in the shorthand theory manual for the next class meeting.
	Suggested references: Gavin, pp. 196-216. House, pp. 25-36. Rowe, *Gregg typing, 191 series, Book I*, pp. 147-153. Woodward, pp. 1-9.

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J COUNCIL OF FURNITURE MANUFACTURERS

K

L ecj Ruth Light, Manager
M Enclosure

N cc: Mr. Gerald Barnes

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INDENTED STYLE OF BUSINESS LETTER

A Letterhead
B Date
C Inside address
D Attention notice*
E Salutation
F Subject line*
G Body
H Complimentary close
J Firm name*
K Signature
L Identification of dictator or typist or both
M Enclosure
N Carbon copies*
P Postscript*

*These items are often left out.

Lesson 3
Stenography Skill-Building, Word Skills, and Work Habits

OBJECTIVES

1. To review shorthand theory and increase transcription and typing speeds
2. To improve spelling and vocabulary
3. To discuss letter placements
4. To discuss punctuality

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
I. Shorthand Theory Review	The instructor should allow the students a few minutes to look over material assigned for homework review in the manual.
A. Individualized learning	For students who do not need this review, the instructor should dictate letters to build speed. If tapes are available at different speeds, use them. If not, the students can use extra time to transcribe the letters you dictated. Try to make every minute count for each student.
B. Push for speed	In dictating a theory word, dictate loudly and clearly. After dictating the word slowly the first time, increase the speed and call out the same word several more times. They should write the word as many times as you call it. This requires them to

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	push for speed. It will keep them from "drawing" the forms and will force them to write faster. After working with a group of 8-10 words in this manner, dictate the entire group once more. Ask someone to read them back. This gives the students a chance to rest and ask questions about words they have skipped or written incorrectly. Be sure to use each word in a sentence so they can fully understand its meaning.
C. Change of pace	Breaking theory drills up into dictation, reading back, time to look up words, and time to ask questions makes it much more interesting for your students, and less tiring for all. Remember that these people have worked all day and their span of attention is shorter than under normal office conditions. Being considerate to the students pays off. Once they are motivated they will push themselves.
II. Word Processing Activities	A secretary must have a thorough knowledge of words and skill in spelling.
A. Vocabulary list	Prepare a list of words used in business correspondence and distribute copies. Using a transparency discuss the words with them, and ask them to write in the definitions as you go along. Also discuss how the words would be written in shorthand.
B. Prefixes, suffixes, and word roots	To help with their vocabulary study also give them a list of the common prefixes, roots, and suffixes and their meanings. Explain that to increase their vocabulary they should follow these steps:

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	1. Learn a definition of each word. 2. Note how it is used in the sentence in which it appears and determine the meaning. 3. Know the meaning of the common prefixes, roots, and suffixes as parts of words.
	Ask the students to take down in shorthand the sentences that you have prepared, using words from the vocabulary drill list. Then have them transcribe the sentences on the typewriter.
C. Spelling	Give out copies of a word list. The list should contain the most frequently misspelled words in business correspondence.
	Explain that they will be responsible for a certain number of words at each session. Assign words 1-20 for the next meeting.
	Discuss one or two spelling rules at each session. More than two would confuse students who are weak in spelling. Also spend some time on synonyms, antonyms, and homonyms.
	Suggested Teacher References: *AMS Spelling List.* Crank. Lamb. Kahn. Silverthorn. Stewart, pp. 519-522.
III. Letter Placement A. Pica and elite type	Review the differences between pica and elite type. Point out that there are 10 pica letters to an inch but 12 with elite type.
B. Margins	Margins are determined by the number of words in a letter. The general rule is that a letter containing: under 100 words, uses a 4-inch line, 100-200 words uses a 5-inch line, over 200 words uses a 6-inch line.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
C. Margins and shorthand notes	Determining the length of a letter from shorthand notes depends on the size of the shorthand writing. Preview an easy letter of 120 words. Give the students practice on each minute separately at a comfortable speed. Then dictate the entire letter.
D. Setting margins	After they have taken the letter in shorthand, ask them to count the number of lines they used on their pads. Tell them that the letter contained 120 words. Then ask them to determine how many words are in a line of their own shorthand. Suggest that they can use this number in the future to estimate the length of letters for setting margins.
IV. Transcription	Using the same letter dictated above, ask the class to set it up and type it as many times as they can in 15 minutes. They are to correct their errors as they type along. They may use any letter style they choose. Suggest that they refer to their manuals for a letter style.
A. Production count	As soon as the 15 minutes is up go over the letter with them either orally, with a transparency, or with a duplicated copy of the letter. Be sure the production count is shown on the letter. Give them time to check for errors they did not correct previously. Have them make a production count on the letters they typed and divide by 15. This gives the number of words per minute.
B. Time stealers	They will be surprised that it is so low. Discuss the various reasons for this. Is it because the shorthand forms are not clear? Are they out of proportion? Did it take them too long to correct an error? Are their supplies organized so they can reach

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	for an extra sheet of paper with no time lost? Are their correction devices in working order? Are these devices placed conveniently for them?
C. Cutting time	Tell them you want to try an experiment: When you say "Begin," they are to take a sheet of paper from the desk, insert it in their machine and type a sentence you will put on the board. The sentence will contain an error and they are to type it with the error in it. As each one finishes she is to raise her hand and you will write the number of seconds it took her on the board. This will help prove to them how slowly some of them work. Next, they are to move the carriage over to where the error was made. Then time them while they correct the error and record the time on the board as before.
V. Typewriting	
A. Speed building	Give the students some material for timed writing. Allow time for practicing while you walk around and check on their techniques. Don't try to correct anything they do unless it is something that is really going to make a difference in their typing ability. Most of their basic habits are formed and criticism will only make them self-conscious. Try to speak to every student about her work. Give two timed writings of 3 minutes each. Have them check their better copy and record their speed.
1. Typing score chart	Pass out a chart for a record of their speed and error scores in the weekly tests. Suggest that they keep it in their secretary's manual.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
VI. Use of Carbon Paper A. Storage	Carbon paper should be stored in a cool, dark place. Exposed to the heat or light it will deteriorate, although the appearance will remain the same.
B. Handling	Explain that carbon paper should be handled as little as possible. It is easy to smudge typed copies when you have carbon on your fingers. Carbon paper creases easily. As soon as it is separated from the copies, it should be returned to a folder if it is to be used again.
C. Weight	Point out that when ordering carbon paper the weight should be ordered that does the best work for the job to be undertaken. If only one copy is to be made of most letters a more durable weight should be ordered than for many copies. Mention that if the carbon paper does not have clipped corners, the typist should clip them. It makes for easier separation from the typed copies. Usually two diagonal corners are clipped: the upper left and the lower right. The carbon paper should be changed often. A good dark distinct copy is required.
D. Making multicopies	In arranging multicopies the shiny side of the carbon should be placed against the paper on which the copy is to be made. The pack should then be topped off with the letterhead paper. Tell the students that in using carbon paper with clipped corners one clipped corner goes in the upper left-hand corner of the pack.
1. Insertion in typewriter	Then give them the rest of the procedure as follows: Pick up the pack and tap the left and top edges until all sheets are even. Hold the paper in the left

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	hand and insert the carbon pack in the machine holding the pack with the shiny side of the carbon toward you. At the same time use the right hand to pull the rachet release.
a. Anti-slip procedure	Continue the explanation: If the carbon pack is too thick and the paper tends to slip, place the top of the pack in the flap of a large envelope and roll the whole thing into the machine far enough to permit removing the envelope. All sheets should be even. Check to be sure that the pack is in the machine with the letterhead and the dull side of the carbon paper toward you. Some companies use carbon packs that are already made up in sets. Some also use several colors of onion skin to show where each copy should be sent.
E. Making corrections	Present correction procedure as follows: To correct typing errors when using a carbon pack start with the last copy. Use a soft eraser and a typing shield that allows you to take out only the letter to be erased. Handle as little as possible to avoid smudging and tearing of the onion skin. After erasing, place an index card between the last carbon and the next carbon copy and erase it. Continue with all carbon copies. On the original copy use either a typing eraser and shield, or correction tape, or liquid. If you use an eraser take light strokes so you don't make a hole in the paper.
1. Removing cards	Continue: Remove all index cards from the pack. In retyping, blend in the corrections so they will not be darker than the letters on either side. The lower sheets of paper absorb the ink more quickly.
2. Separating pack	Mention that in separating the carbon paper from the copies, you should take hold of the upper left corner and shake. The carbons will fall out.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
3. Making out-of-machine corrections	In case an error is discovered after the letter is removed from the machine, it is corrected by handling each page separately. You should supply the students with index cards and carbon paper. You can give the speed test copy or style letters in the manual as exercises to practice the material just covered. *Suggested Teacher References:* Agnew, pp. 43-48, 85. Gregg, *Applied secretarial practice,* pp. 131-132, 256. Hanna, pp. 86-92. Meehan, pp. 65-94.
VII. Copying Machines	Photocopying machines are used in many offices for making up to 15 copies of an original. They will reproduce handwritten, typewritten, printed, and drawn materials. Some require the use of special paper and direct contact with the original copy or a negative. Widely used dry copying machines include the Xerox, the Thermofax, and machines made by Addressograph-Multigraph, Bell and Howell, the A.B. Dick Company, and IBM. In addition to ordinary copies, transparencies can be made on a Thermofax machine and, with special adapters, on the machines of some of the other companies.
VIII. Punctuality	Discuss with the class the importance of punctuality in their business lives.
A. Team basis	Explain that no firm would stay in business long if things were not run on schedule. Everyone working in the business is part of the team, and it is their duty to keep to the schedule to avoid holding others up in their work.
B. Cost item	Impress on them that time is important. Also, that time is very valuable. The difference between a telegram being sent at 10:30 or 2:30 can mean thousands of dollars lost. When a company loses money, so do the employees.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
1. Importance of promptness	Develop the idea that one who is at his desk a few minutes early in the morning will get further ahead than one who arrives as the clock strikes the opening hour. The starting time in the morning is the time you are to be at your desk and working, not coming through the door, or going to the powder room, or visiting with other employees.

Lesson 4
Grammar, Word Study, Tabulations, and Cooperation in the Office

OBJECTIVES

1. To review subject and verb agreement, and spelling and vocabulary words
2. To review shorthand theory and build transcription skills
3. To explore ways of setting up tabulations
4. To discuss cooperation in the office

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
I. Agreement of Subject and Verb	Determine from the results of the third part of the pretest how much time to spend on this unit.
A. General rule	Tell the students that a basic rule is that a verb must agree with its subject in number and person. An exception is that a plural verb is always required after *you* even when it is singular; that is, refers to one person. The subject is usually a noun or a pronoun. It can be singular or plural in number, and simple, compound, or collective in form.
B. Compound subject	Explain that a compound subject generally takes a plural verb. Subjects that are plural in form but singular in meaning take a singular verb, while those that are plural in form and plural in meaning take plural verbs.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
C. Other rules	There are other rules in this group which should be covered, including exceptions to the general rules. Preparation of a list of sentences by the instructor illustrating these rules would be a great aid to the students. This would also give them material for later reference in their manuals. *Suggested Teacher References:* Gavin, pp. 138-146. House, pp. 47-49. Stewart, pp. 110-129.
II. Word Study A. Spelling quiz	Give the usual short typed review quiz on the spelling and vocabulary assigned at the previous session. When they have finished typing the answers, allow them time to make corrections. Then have them exchange papers and correct the copy with the help of their study review sheets. After the papers are checked allow them time to practice typing the right words or definitions that they made errors on.
1. New rules	Discuss the new spelling rules selected for this session, and assign words to be looked over before next meeting.
2. Examples	Have duplicated copies of examples prepared for the students to add to their manuals.
B. Vocabulary review	Discuss any problems they had on the vocabulary part of the typed review. Select the new vocabulary words and go over the meanings with the students. Have them take down the definitions in their notebooks.
III. Shorthand Theory Review	The remaining theory review would hopefully be covered in this lesson. If you cannot do this, take time out of the shorthand dictation section for the theory in future lessons.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	Since these later chapters are more difficult, all students can benefit from this review, regardless of their shorthand speed. Give the entire class a few minutes to review the homework assignment.
A. Review brief forms.	Start again by spending a few minutes reviewing brief forms, with the aid of a brief form wall chart or transparencies.
1. Drill on brief forms.	Using one of these aids expose one group of brief forms at a time. Have the entire class read them back several times. Then ask for volunteers. Tell them you are going to run a little competition. The person who can read the group back the fastest will be the winner. Time several people on their reading. This is fun for everyone and breaks up the formal class session. If someone starts and has difficulty on a word bail her out immediately so she will not be embarrassed. Several groups of brief forms can be reviewed quickly in this manner. This can be a good change of pace for the dictation section also.
B. Review assigned chapters. 1. Avoid pressure.	In reviewing one of the chapters assigned, discuss the principle involved and dictate some applicable words. If a number of students have difficulty with a group of words, go back and work with them to overcome it. Don't make them feel under any pressure.
2. Encourage questions.	Encourage students to ask you about words they are having trouble with. There may be some people who feel conspicuous in asking, so allow plenty of time for them to use their dictionaries. If you have more than one shorthand system in your class you may have to slow down the pace.

CONTENT OUTLINE	CONTENT DETAIL AND TEACHING TIPS
	In putting words on the chalkboard sometimes a change in the color of the chalk will perk up a drill.
C. Review a word list.	If the review of these chapters moves along quickly give them a duplicated list of review words covering all the principles in the manual. Using a transparency with some of the words on it, have them tell you what to write on it in shorthand, or have them come to the overhead projector and fill in the words themselves. This gives them a chance to move around and avoids the feeling of too much drilling in one lesson.
1. Or assign for homework.	If time does not allow covering the words in class, have them take home the list as a review. Tell them they are going to have a written review next week, not for marks but as a general evaluation of the work done in the manual. (Word lists for marks are outmoded.)
IV. Tabulation A. Purpose	Explain to the class that the main purpose of using a tabulated arrangement is to state material in a concise and easily readable form.
B. General rules for tables	The first consideration in planning a table is whether it is to be on the same page with material in words or on a page by itself.
1. When table is on same page as word copy	If the table is on the same page as word copy, then the side margins of the table must fit in with the margins of the word copy.
2. When table is on a page by itself	If the table is on a page by itself, then the whole width of the page is used in determining the margins of the table and the spacing of columns in the table. On an $8\frac{1}{2}$ x 11 page the width of the page is 85 spaces for pica type and 102 for elite type.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
3. Several methods used	Point out that there are several methods of setting up a tabulation. If the student already knows a good method suggest that she use that one. The steps for two methods are given below.
	The backspace method, the most popular today, will now be described. In teaching this method, either use a transparency of the *Martin's Furniture* table or distribute copies to the students. Have them type the table on their own machines, step-by-step, as you explain it.
C. Backspace method for setting up table (when table is on a page by itself)	Assume that this table will be on a page by itself as it appears on page 30. Assume further that it will be typed on an $8\frac{1}{2}$ x 11 page using elite type, which, of course, has 12 letters per inch. The steps in this method are as follows:
1. Clear tabs, set margins tentatively.	1. Clear out all the tabs on the typewriter. Set the left margin at 0 and the right margin at 102.
2. Set line spacer for single spacing.	2. Set line spacer on single spacing.
3. Count lines in table.	3. Count the number of lines in the table to be typed, including blank lines. Plan for leaving one line blank after the main heading, two after the subheading, and one after the columnar headings. Also provide for double spacing of the content of the columns. The count is 16 lines in the table.
4. Determine blank space above table.	4. Subtract this total (16) from 66 (the number of lines on the whole page), and divide by 2. This gives you the number of lines (25) to leave blank at the top of the sheet.
5. Locate and type table heading.	5. Space down to the 26th line from the top of the page. Find the center of the paper horizontally and mark it lightly in pencil.

MARTIN'S FURNITURE

Spring Sale

Piece	Regular Price	Sale Price
Recliner	$285	$198
Wing Chair	187	163
Sofa	629	525
Corner Table	139	98
Buffet China	438	318

EXAMPLE OF
TABLE ON PAGE BY ITSELF

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	Backspace one for each two strokes in the main heading. Type the heading in solid capitals as in the example.
6. Locate and type table subheading.	6. Leave one line blank then type the subheading on the following line, centering it as in step 5.
7. Set carriage at center of page horizontally.	7. Leave two lines blank after the subheading, and place the carriage at the center horizontally, as marked in step 5.
8. Locate and set left margin.	8. Now determine the left margin setting as follows: Backspace from the center of the page once for each two strokes in the longest line of the first column (whether it is the heading or an entry in the column). Now backspace six spaces for the space between columns plus one for each two strokes in the longest line in the second column. Continue by backspacing six plus one for each two strokes in the longest line in the third column. At this point set the left margin.
9. Set tabs for columns.	9. Space forward from the margin one space for each letter and space in the longest line in the first column, plus six for the space between columns. Set a tab at that point for column 2. Space forward from this tab in the same way, for the longest line in the second column, plus six, and set a tab for column 3.
10. Verify tab settings.	10. Return the carriage to the left margin (on the same line) and check to see that the tabs are set correctly.
11. Locate and type column headings.	11. Starting at the left margin, space forward once for each two strokes in the longest line of the first column. This gives you the center-point of the first column. Hit the backspacer once for each two strokes in the column heading. Starting at this point, type in the column heading.

CONTENT OUTLINE	CONTENT DETAIL AND TEACHING TIPS
	Since the column headings for columns 2 and 3 are the longest lines in the columns, the tab settings locate the beginnings of these headings. Type them in. Then return the carriage on the same line and underscore the column headings.
12. Set tabs for column entries.	12. To find the starting point for the entries in column 2, tab to that column and hit the space bar once for each two strokes in the heading. This will give the center point for that column. Then hit the backspacer once for each two strokes in the longest entry in the column. At this point set another tab for the column. (A dollar sign is used only on the first line of a column; you may wish to ignore the sign in setting the tab, and backspace when typing it.) In the same way set another tab for column 3.
13. Type column entries.	13. Using the left margin for the first column and the tabs for Columns 2 and 3, type the entries in the three columns.
D. Backspacing method for setting up a table (when it is on the same page as word copy)	When a table is on the same page as word copy, the steps in setting it up are the same as when the table is on a page by itself. However, the beginning margins would be set differently. Let us assume, as before, that elite type is used on an $8\frac{1}{2}$ x 11 page. Assume further that the table is to appear on a page with word copy that uses 1-inch margins on both sides. In this case the beginning margins would be set at 12 and 90, rather than at 0 and 102, the settings used with a table on a page by itself. Incidentally, if a tabulation goes over to a second page, the headings must be typed again. This is true, of course, regardless of the method used in setting up the table, and regardless of whether the table is on a page by itself or not.

CONTENT OUTLINE	CONTENT DETAIL AND TEACHING TIPS
E. Mathematical method for setting up a table	In the mathematical method the left margin, the tab settings, and the points at which to begin typing headings, etc. are determined by counting and computing.
1. Determine horizontal spaces available for typing.	1. Determine the total number of horizontal spaces available for typing. (Assuming an $8\frac{1}{2}$ x 11 page and elite type, this is 102 for a table on a page by itself.
2. Decide on number of columns.	2. Decide upon the number of columns needed.
3. Determine longest lines.	3. Ascertain the number of spaces needed to type the longest line in each column. Add these numbers for all columns.
4. Subtract step 3 from step 1.	4. Subtract the total number of spaces needed to type the longest items in all the columns (step 3) from the total number of spaces available for typing (step 1).
5. Determine left margin and column spacing.	5. Divide the result obtained in step 4 by the number of columns needed (step 2) plus one. This figure gives you the position of the left-hand margin stop and also the number of spaces to be left between columns.
6. Set tab for second column.	6. From the left-hand margin, space forward once for every letter in the longest item of the first column plus the number of spaces to be left between columns. Set a tab stop here for the second column.
7. Set rest of tabs.	7. Repeat step 6 until tab stops have been set for all columns.
8. Type the table.	8. Start at left-hand margin and type the tabulation horizontally line by line. NOTE: If the table is to be on a page with word copy, the figure for step 1 would be the number of spaces in the width of the word copy.

CONTENT OUTLINE	CONTENT DETAIL AND TEACHING TIPS
E. Other details of tables 1. Ruled tables	In setting up ruled tables use the underliner to form the horizontal lines. Make the rulings as the typing proceeds down the page.
2. Boxed tables	In a tabulation that is to be divided by both horizontal and vertical lines, you can type the horizontal lines as you type the work or you can rule them later with pencil or pen. You can make the vertical lines by placing a pen or pencil in the notch of the cardholder, releasing the variable line spacer, and turning the platen by hand.
3. Leaders	Leaders in the form of periods are used to make the reading of tables easier when the lines are long. For such a leader type a period after the last character on the first line of the column. After the period alternate spaces and periods across the line, and stop one space to the left of the next column. The next line in the column alines its periods with those of the leader above, as follows: Blaine Joslyn . . . . . 17 Kenneth Nickersons. 19
4. Use of transparencies, etc, in teaching	As mentioned before, transparencies are very helpful in teaching this unit. Duplicated copies should be made for the student manuals. If an overhead projector is not available, a movable bulletin board and strips of colored paper denoting the lines can be turned into an effective teaching aid. Also, use of various types of visual aids, besides the chalkboard and colored chalk helps liven the class. *Suggested References:* Gavin, pp. 241-247. Hanna, pp. 479-481. House, pp. 43-46. Lessenberry, pp. 96-98, 140. Rowe, *191 series, Book I*, pp. 87, 234-240.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
F. Assignment	After going through the lesson on tabulation distribute copies of a table on a page by itself, and another on a page with word copy. Ask the students to retype them. Move around the class and assist those having difficulty.
V. Skill Building A. Typing 1. Warmup drill	Hand out a sheet of sentences for a pacing drill. Give the students a few minutes to practice. The production count should be on the side and along the bottom of the sentences. The goal of the student in this drill is to finish typing a sentence before the instructor calls *throw*. Start with 15 seconds for the first sentence, then call *throw*. Have them retype the same sentence in only 12 seconds. Check to see how many are finishing. If the majority are finishing shorten up the time allowed. Give them three tries at the same speed and then a break. This drill is good for a warmup and promotes competition. Remind the students to place the copy of the sentences in their manuals for later sessions.
2. Timed writing	Have the students use the typing copy from the previous lesson for the timed writing. You should have a few extra copies on hand in case someone forgets or has been absent. Allow the students time to practice the copy. Administer two 3-minute timed writings. Have the students check, record, and hand in the better copy. Go over these copies. If the proof-reading is not good hand them back to the students with the errors marked in a different color.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
B. Shorthand	Select a letter of about 120 words. Preview each minute, then dictate it to the students at different speeds. Allow enough time between takes for the students to check on outlines which cause them to hesitate. Occasionally ask them to read back the previous minute's dictation. After practicing each minute separately dictate the entire letter at different speeds.
1. Dictating	In using a practice letter, dictate it at a speed slow enough for almost all the students to get it the first time through. Then dictate it at a moderate speed, and again at a faster speed. This will challenge all speed levels of the class to meet their goals. Now dictate the letter at a medium rate. In a review class the dictation rate might be as low as 50, 60, or 70. The more dictation the faster they will move up. It is not where they start but where they end that is important.
2. Transcribing	Select a letter for transcription but do not preview it. Dictate it at the middle speed.
a. Special directions	Give a special instruction for this letter, such as having it sent by air mail. Tell the students that they should make a notation of any such special directions, using a red pen or pencil. This helps call it to their memory when they are finished taking dictation.
b. Extra dictation	If anyone did not get the dictation, dictate another letter at a slower rate of speed. All students should have the opportunity of practicing transcription. Ask the students to refer to the modified block style in their manuals

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	and to follow that style for this letter. When they finish transcribing the letter, go over it with them. This gives the students a chance to ask questions while any difficulties are fresh in their memories.
VI. Human Relations: Cooperation	Cooperation means the willingness to pull together with others to achieve a common goal. Discuss the various ways that good cooperation can further a secretary's career. You should cover the following points:
A. Points to remember 1. Take orders cheerfully.	1. As a secretary you need the ability to take orders cheerfully whether you like them or not.
2. Cooperate with fellow workers.	2. There are times when your fellow workers rub you the wrong way, but you must be cooperative and not let personal feeling interfere. If you are going to advance you must learn to get along with people.
3. Do more than your share.	3. Don't worry about doing more than your share. There may be times when a helping hand to you will make life more enjoyable.
4. Accept difficult assignments.	4. A willingness to tackle a difficult assignment or to do an assignment over cheerfully will mark you as a valuable secretary. Visitors to an office can tell whether it is run harmoniously. This is the kind of atmosphere employers want and they are looking for responsible people who can set a good example. *Suggested References:* *To the prospective employee.* Agnew, pp. 141-150. Woodward, pp. 1-8.

Lesson 5
English Mechanics, Proofreading, Envelopes, and Grooming

OBJECTIVES

1. To review shorthand theory, spelling, and some English mechanics
2. To increase typewriting, dictation, and transcription skills
3. To introduce proofreading techniques
4. To cover addressing of envelopes
5. To discuss good grooming

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
I. Shorthand Review	
A. Written review	Give the students a copy of a review list covering the material studied in the manual. Have them write the correct shorthand forms. Any they have difficulty with they are to look up in their dictionaries. Explain to them that this is not a test.
1. Circle hard words.	Ask them to circle words they had difficulty in writing. This will help you in planning remedial work.
2. Go over test.	After all have finished go over the review list with them. A transparency of the words and shorthand forms would quicken the checking of the papers. Have them leave the papers with you as a basis for future work. At the next meeting you can return these papers to them.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
B. Extra dictation	If you have some students who have a high dictation rate give them extra dictation during this time, at a rate appropriate for them.
II. Typewriting	Using the copy from the timed writings of the previous lesson administer two 3-minute tests, after allowing time for practice.
A. Copy to be checked	Ask the students to check their copies, to record their scores, and hand in the better copy. Proofread these copies and return them at the next session. Proofreading is important. Since the copy you give them is duplicated, they can practice at home. The more practice on the same material the faster the speed will build up. Ask them to bring the copy next time so it can be used then.
III. Spelling Test	Dictate the assigned list of spelling words to the students while they are at the typewriter. Remind them to bring the list each week as they will need it for checking. You should have a few extras as everyone forgets once in a while.
A. Correction	After they have checked their spelling list give them time to practice the words they have difficulty in spelling correctly. People who did not have errors can spend the time practicing the 3-minute timed copy.
B. Spelling rules	Go over another couple of spelling rules with the class. Assign the next group of words for homework.
IV. Proofreading	
A. Importance	Explain that to proofread her own copy is one of the hardest tasks a secretary has. It is also one of the most important. A great deal of responsibility rests on her when she is doing this work.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	A letter that goes out with an error is a reflection on the business for which she works. The only contact many customers have with a business is by letter.
B. Checking	Emphasize to the students the importance of the following steps:
1. Proofread in typewriter.	1. Proofread an entire page before removing it from the typewriter.
2. Read line by line.	2. Proofread line by line. Use the paper bail to mark your place on the typed copy and use a ruler on the shorthand notes.
3. Read precisely.	3. Be accurate; don't skim.
4. Doublecheck figures.	4. Check all figures twice.
5. Read for overall meaning.	5. When you finish checking line by line, read the typed material again for overall clarity. If something does not make sense, check your shorthand notes to see if part of the sentence has been left out. Copy that does not make sense to you, certainly will not make sense to the recipient.
6. Watch spelling of homonyms.	6. Watch for words that sound alike, for example, *hear* and *here*.
C. Correcting 1. Make errors invisible.	Instruct the students that when they find an error they should correct it very carefully. The fact that there had been an error should not show on the original copy. If it does show the page should be retyped.
2. Experiment with correction devices.	The students should know what grade paper they are using, and should experiment to find out which correction device works the best on it. Also they should take into consideration whether the typed material is to be duplicated, and whether a correction will show on the copies. Before preparing a piece of work to send out, they should make a correction

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
a. Avoid smudging.	on a trial copy and test it on their duplicating equipment. Warn them that when correcting they should not remove more than the character or characters that are wrong, and should not smudge others on each side. In retyping they should blend the retyping in carefully. Also suggest that if an erasure is made they should move the carriage to one side and use an erasing shield. In inserting an extra letter or removing a letter the half spacer should be used.
3. Reinsert copy carefully.	Copy that has been removed from the machine before an error was discovered must be put back and alined with an *i* or *l* or period. Check the paper horizontally. Put the ribbon key on stencil and tap it lightly to be sure the alinement is correct. Then return the ribbon key to black, and make the correction.
a. Give practice.	Dictate a group of sentences and have the students type them at the machine as they are dictated. Ask them to remove the paper and then reinsert it and correct errors they made. *Suggested References:* Agnew, pp. 45-46. Gregg, *Applied secretarial practice,* pp. 78-80.
V. Dictation Practice A. An easy letter	Select a brief form letter or a letter with easy phrases. Give the students a copy of the letter and let them preview it.
1. Dictation for speed	Dictate the letter in 1-minute spurts, pushing for higher speeds than ordinary. Since it is an easier letter, students should be able to write faster. Drop down occasionally to control speed, to give them a rest. Have the students read back every 2 or 3 minutes. Check to be sure that they are *phrasing,* and not writing each word separately.

CONTENT OUTLINE	CONTENT DETAIL AND TEACHING TIPS
2. Testing legibility	Have them exchange notebooks and try reading each other's notes. This stresses how important clear writing is to others. This also gives their hands a rest and allows you to know whether they are getting it or not. The time break also gives them a chance to ask questions on words.
B. Transcription assignment	Dictate another letter and ask them to transcribe it for homework. This will give them practice in transcribing cold notes.
VI. Addressing Envelopes A. Follow postal regulations on placement.	According to the new postal regulations all envelopes must be typed single-spaced and in block form. The Postal Service is using optical character readers that are programmed to scan a specific area on all envelopes. The address must fit into this area.
B. Place other parts properly. 1. New state abbreviations	In typing the address use the new state abbreviations. If an apartment or room number is part of the address place it after the street address, on the same line. Between the state and zip code we generally leave one or two spaces.
2. Special notations	For notations like *Airmail* and *Special Delivery* type three lines above the address on the right side in solid capitals.
3. Attention notice	Type the attention notice immediately below the company name in the envelope address, or two lines below the address.
4. Return address	Return addresses are printed on most business envelopes. If it is to be typed, start it three lines down from the top of the envelope and three spaces in from the left. It is to be block style, single-spaced.
C. Explain envelope sizes. 1. Business size	These envelopes are called No. $6\frac{3}{4}$. The main address is placed 2 inches from the top and $2\frac{1}{2}$ inches from the left margin.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
2. Legal size	This envelope is larger and is referred to as No. 10. Begin the main address $2\frac{1}{2}$ inches down from the top and 4 inches from the left margin.
3. Materials for practice	You should provide the students with a list of the new state abbreviations for their manuals. Also give them a sheet of addresses (some with special notations) and paper cut the sizes of envelopes so they can practice the rules just covered.
4. Materials for teaching	Use transparencies or a wall chart showing the different sizes of envelopes and correct placement of addresses. Check to be sure that they follow the new regulations. Duplicated copies of the material on the transparencies would also be valuable additions to their manuals.
	Suggested References: Gavin, pp. 218-220. House, pp. 131-132.
VII. English Mechanics	Conduct a review session on the punctuation marks at the ends of sentences.
A. Period	The period is used at the end of a complete sentence that makes a statement, issues a command, or makes a request. Leave two spaces after the period at the end of a sentence. For an abbreviation leave only one space after the period.
B. Question mark	Use a question mark at the end of a direct question.
C. Exclamation point	Use an exclamation point after a word, phrase, or sentence expressing surprise, emotion, or command.
	Suggested References: Agnew, pp. 577-578. Cleary, p. 9. Henderson, pp. 51-52. Hutchinson, pp. 244-248. House, pp. 70-71, 73.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	Gavin, pp. 1,3,5. Stewart, pp. 213-224.
VIII. Good Grooming	Conduct a discussion on good grooming and what it means to the student.
A. Cleanliness	In the discussion cover the fact that good grooming starts with cleanliness. A clean body is necessary before attractive clothes. People with offensive body orders will be avoided. No one will tell you, so you must guard against body odor yourself.
B. Hands	Hands are important. They show very much in stenographic work. Hands should be well cared for and have a moderate shade of nail polish. No dragon claws in an office!
C. Hair	Hair style should be on the conservative side. There is a difference between a hair style for an office and an *after 5* hair style.
D. Dress	Dress for the modern office, although still on the tailored side, leans more toward bright, but not flashy colors. Clothes must be in good taste and of fabrics that do not muss during the day. One should look as neat at 5 o'clock as at 9.
E. Continued care	Take time on coffee breaks to powder your nose, apply lipstick, and comb your hair. Visitors to an office judge the business by the appearance of the employees. An employer wants to feel proud when he speaks of his secretary.

Lesson 6
English Review, Duplicating Masters, and Office Ethics

OBJECTIVES

1. To build speed and accuracy in typing and shorthand
2. To review use of commas, spelling, and vocabulary
3. To explain how to prepare a master for fluid duplicating
4. To discuss office ethics: gossip

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
I. English Mechanics: The Comma	Explain that the purpose of a comma is to clarify meaning. The style of a writer affects the number of commas. There are many exceptions to the general rules for use of commas.
A. General rules	The basic rules are:
1. Series	Three or more words, phrases, or clauses in a series are set off with commas.
2. Compound sentence	A comma is used between clauses in a compound sentence joined by *and, but, or, nor,* or *for.*
3. Introductory word, etc.	A comma is used after an introductory word, phrase, or clause.
B. Practice material	Distribute a sheet of sentences requiring use of commas, along with a sheet of rules. Have the students fill in the commas individually. When they are finished, check them either orally or

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	with a transparency. This will give an opportunity for other uses of commas to be discussed. *Suggested references:* Gavin, pp. 6-10. Gregg, *Applied secretarial practice*, p. 504. House, pp. 61-67. Hutchinson, pp. 217-226. Stewart, pp. 182-185.
II. Speed Building A. Typing numbers	The typing of numbers correctly is a very important part of transcription. Numbers in shorthand notes are written in figures, but the difficulty comes in the typing of the numbers. If an occasional number is to be typed, keeping the hands over the home row of keys is the most accurate method.
1. Pipe organ method	If a series of numbers is to be typed, or a statistical table is to be set up, the quicker method is to take both hands to the top row and not return them to the home row until all numbers are typed. This *pipe organ* method will, after a little practice, increase the student's speed greatly. Provide the students with copy containing several groups of numbers in tabulated form, three lines to a group. Have the production count at the end of the lines.
2. Choice of method	Instruct them to set tabs and practice typing the numbers in the first group. They are to keep their hands over the number row. At first this may seem awkward to them, but after a few tries they will find it easier. If it makes a student nervous, don't insist on this method as the errors that occur will offset any gains made in saving time. After a practice period give several 1-minute timings on the first group. Have them record their best score on the numbers. Tell them this will

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	become a regular part of their speed work. They are to keep the number practice sheet in their manuals. *Suggested references:* Lessenberry, pp. 72-75. Rowe, *191 series. Book II, Vocational office typing,* p. 78.
3. Proofreading	Hand back the speed tests collected at the last session and make any suggestions necessary about proofreading. Be sure to tell them how much they have improved in finding errors. But also caution them about the need to be very careful in checking copy.
4. Speed test	Distribute a new copy of a timed writing to the students. Give them an opportunity to practice it. Run two 3-minute tests. Test scores may be lower than in the previous session because it is new copy. This is normal. A change in copy is good because the copy they use on employment tests will be new also. This gives them a fairer evaluation of what they would do in an employment-test situation. Students are to record scores and add the copy to the manual.
5. Letter with tabulated material	Explain to the group that in typing tabulated material in the body of a letter the tabulation should use the margins of the letter. Therefore, in deciding on the margins of the letter, take the tabulation into consideration. You might want to use a longer line than ordinarily.
a. Indented on both sides	In a letter, a tabulation is *indented from both margins.* In figuring the starting point of a column or a column heading, don't forget these indentations.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
6. Letter for practice	Give the class a letter containing tabulated material and ask them to copy it. As they do, walk around and help those that need help. These copies can also be put in their manuals for future use. *Suggested references:* Lessenberry, p. 214. Rowe, *191 series, Book II, Vocational office typing*, p. 144.
B. Shorthand practice	Ask the students to turn their notebooks to the letter which was dictated for homework in the previous session. In case any were absent ask them to take the dictation as the other students read back the letter.
1. Finding place in notebook a. Dates needed	A secretary should be able to flip open her notebook quickly. A rubber band around the pages up to the last notes will help her do this. There should be a date on the bottom of each page in case the employer wants to check on a letter dictated previously. The cover of the shorthand pad should carry the date of the first dictation, and when the pad is filled, the date of the last dictation. In many of the larger firms these notebooks are filed when full.
b. Importance of clear outlines	When the class reads back these notes it will help them realize that clear, distinct outlines are necessary for the rapid reading of cold notes.
c. Diagonal line after transcribing	The diagonal line drawn across notes that have been transcribed should not interfere with reading them back in the future.
2. Speed level groupings	By this time the class has very likely divided itself into two or three speed levels. The instructor should provide dictation time for all levels.
3. Use of tapes and records	The use of tapes, records, and a shorthand lab would make efficient use of the practice time.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
4. Instructor's time divided	You should spend equal parts of the dictation period with each level, giving personal help. While you are helping one group, the other levels should take dictation from tapes or records.
5. Tape cassettes	The instructor, if no tapes are available, should make some, preferably on tape cassettes. An inexpensive recorder will work fine.
6. Listening rooms	Arrange for one group to listen to the tapes and have another room for a group taking from records.
a. Written preview needed	Be sure that you provide a preview sheet for both groups. Just dictating the preview on the tape is not sufficient. They need written outlines to refer to also. This extra preparation by you will be appreciated by the students.
7. Switching of groups	When you finish working with one group they should exchange places with people on records or tapes. This gives individualized attention to all in the class. Fifteen minutes is a long enough time on tapes or records. Since the students are working people they are already tired when they come to class and their attention span is not long. *Suggested references:* *DDC speed development records and tapes.* *DDC timing record.* *Gregg shorthand tapes.*
C. Transcription practice	Select a letter that contains a few lines of tabulated material. Dictate it at a speed a little slower than normal. Have the students type this letter with one carbon copy. Collect the papers and go over them before the next session.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
III. Office Ethics: Gossip	Discuss with the group the problem of being ethical and not indulging in gossip, but still remaining on a friendly basis with fellow employees.
A. What is gossip?	Where does the line come between being interested in your fellow employees and gossiping? Gossip only leads to trouble. Things are never told twice the same way by two different people. Time spent in gossiping at the water fountain is never regained.
B. Keep your lips sealed.	Any material dictated to you may be very interesting, but you as a secretary should not talk about it. Your position carries with it a responsibility. If others question you, turn off their questions by asking something like: "Why don't you ask Mr. Smith?"
C. Office business should remain in the office.	Business discussion should never leave the office. It is so easy to say to a luncheon companion, "I typed a letter to XYZ Company, one of our largest customers." But you should never give in to a temptation to talk about office business outside the office. When you cross the office doorsill leave your office hat in the office.
IV. Word Study A. Spelling	Dictate the list of assigned spelling words. Have the students check the test paper against the duplicated list. Give them an opportunity to write those they had difficulty in spelling. Go over the next group of spelling rules and give examples of each. Assign the words to be looked over for next week.
B. Vocabulary	Cover the vocabulary words and terms assigned for homework. Instead of having them type them this time, have them recite orally. Many times a class will enjoy an old-fashioned definition bee. A little competition never hurts.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	Tell them which terms are to be studied for the next session.
V. Fluid Duplicating	Before covering this unit you should have all necessary tools and equipment ready to demonstrate as you explain how to prepare the machine and how to cut the ditto master.
	Distribute a master set to each person.
A. Inexpensive method	First explain that a fluid duplicator is an inexpensive means of duplicating materials. Usually, material duplicated by this method is used within the firm only. However, lists like price changes for customers and salesmen are often prepared this way.
	A fluid master, like carbon paper, must be stored in a cool, dark place. Otherwise it will be ruined even though its appearance remains the same.
B. Master set	Most fluid duplicators (often called *dittos*), today are purchased in the form of a master set, composed of a carbon sheet, a slip sheet, and a white master sheet. They can also be purchased in color. This permits easy production of work in several colors. The colors help draw attention to a point you are trying to stress. The basic color of most ditto sets is purple.
1. In color, too	
C. For drawings	Ditto masters lend themselves easily to the drawing of diagrams and graphs. The only instrument one needs is a ball point pen or a pencil.
	The slip sheet is used to keep the master sheet clean and to prevent the rubbing off of the carbon before typing.
	To cut a good master the typewriter must be cleaned with a good type-cleaning fluid or typing putty.
D. Typing the master	Remove the slip sheet and put it aside. Put the master set in the typewriter

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	closed end first, with the white side toward the typist. Be sure the set is even. If not, release the rachet and straighten it.
1. Touch	In using a manual machine, type the master with a firm, even touch. Hit capital letters extra hard but guard against skipping.
2. Corrections	Take another piece of carbon from a ditto set, cut it in small pieces, and put them in an envelope. These are correction patches. When you make an error correct the master on the *back*, not the front.
a. Scraped	To correct, take a nail file, letter opener, paper clip, or razor blade and carefully scrape the carbon off the letter in error. After removing most of it, finish taking the error off by using a soft eraser.
b. Typed	Place correction patch between the master and the carbon sheet, with the carbon side of the patch on the master. Type the correction and then remove the correction patch. If the error is on the lower fourth of the page, roll the top of the master down. Then scrape and erase the error with the master in that position. Next insert the correction patch and roll the master to position it for typing the correction. This procedure prevents slippage.
3. Blank at top and bottom	Be sure to leave at least $\frac{1}{2}$ inch blank at the bottom or top of the master so it can be inserted in the machine. Proofread the typed master carefully before removing it from the machine.
4. No handling of carbon	Handle the master as little as possible because the carbon adheres very easily to skin and keys. If you can type with plastic gloves on, they will protect you from carbon smudges.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
E. Cleaning cream available	A special cleaning cream is available to aid in taking carbon off as you wash your hands.
F. Ditto for letterhead	Ask that each student think of the name of an imaginary company where she would like to work. Their assignment now is to create a letterhead that would be appropriate for the company and type it on a ditto master. These dittos will be run off and the resulting letterhead will be used for the rest of the course. *Suggested references:* Agnew, pp. 386-392. Gregg, *Applied secretarial practice*, pp. 348-352.

Lesson 7
English Review, Numbers, Telephone Techniques, and Desk Organization

OBJECTIVES

1. To review spelling, vocabulary, and use of adjectives
2. To review typing of numbers
3. To build skills in dictation, typing, and transcription
4. To discuss telephone techniques, and improving efficiency through desk organization

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
I. Word Study A. Spelling	Give out copies of a word recognition list. Have them choose the correct spelling from a group of four choices for each word. If you have a transparency of the correct spelling of the words, the students' papers can be checked quickly. If not, have the students refer to their study lists. If there are errors try to find out the causes for them. Go over the spelling rules applicable to the word list. Assign the next group of words to be studied.
B. Vocabulary	Review the week's vocabulary by asking the class to write correct versions of a set of incorrect sentences that you read to them. Check the answers and discuss the next group of definitions.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
II. Rules for Typing Numbers	Tell the students that generally in business correspondence, numbers from *one* through *ten* are typed as words. Numbers *over ten* are generally in figures.
A. Use list of sentences.	To illustrate the basic rules for numbers written in words, use a duplicated list of sentences. This list should have space between the sentences so the students can write in the rules as the lesson progresses. This kind of guide sheet will keep the attention of the class focused on the rules.
B. Present the basic rules.	Some of the general rules you should discuss are given below. References are given for the exceptions.
1. One to ten in words	1. Numbers from *one* through *ten* are written in words.
2. Dates	2. In a date, when the day precedes the month it is expressed as an ordinal number. For example, *third of June*, or *3rd of June*. When the day comes after the month it is a cardinal number; for example, *June 3*.
3. Two numbers together	3. When two numbers are used together spell out the shorter one and write the longer in figures.
C. Use up-to-date reference manual.	Instruct the students that if they are in doubt on how to write a number, they should consult a good up-to-date secretary's manual. Rules change from time to time and it is important to use the latest rule. *Suggested references:* Agnew, pp. 595-596. Gavin, pp. 73-87. Hanna, p. 707. House, pp. 117-122.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
III. Skill Building	
A. Typing	
1. Numbers	Assign the next group of numbers for the student to practice. Then give 3 one-minute tests on the numbers. Encourage them to use the pipe organ method.
2. Straight copy	Tell the class they can use either copy of the typing speed tests in their manuals. Usually most of the class will change to a new copy. After the practice period administer two 3-minute tests. Have them check and record their scores.
B. Shorthand	
1. Review	Start the class with a little competitive review on brief forms.
2. Push for speed	Next, preview a letter that will be used for speed building. Remind them that they are pushing for speed in these 1-minute spurts. Use the same method as previously in pushing them, starting where they are, going up to levels, and dropping back for control. It is your job to encourage them on each gain. Occasionally ask them to read back their notes or to exchange notes and see if they can read their neighbor's.
3. English review	Ask them in reading back to spell any words that are difficult and to tell where the punctuation marks should be placed. Constant reviewing of punctuation in the context of the dictated material is more meaningful than isolated sentence review. Hand back the letters that were transcribed the previous session and discuss with them any points they missed.
C. Transcription	
1. Special instructions	Include special directions about the handling of this letter. Stress the fact that these notations should be

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	written in red in the shorthand notes to alert the secretary when the letter is transcribed.
2. Additional carbons	Have the student make three carbons of this letter. Remind them that erasures on carbons to be mailed must be done with care. Do not time this transcription as it is the first they are doing with three carbons. Always allow students to do an exercise with new instructions once before subjecting them to timed conditions. Collect their carbon copies only and proofread them.
IV. Language Usage: Adjectives	Remind the class that an adjective is a word that modifies a noun or pronoun. There are two general types of adjectives:
A. Descriptive	*Descriptive adjective*, names a quality or condition of the thing it modifies. Examples: gray, wild, cheerful.
B. Limiting	*Limiting adjective*, tells how many or which. Examples: this, that, other, former. Where adjectives are concerned difficulties often arise in transcribing a letter because the right degree of the adjective is not used.
1. Degrees of comparison	There are three degrees of comparison for adjectives: positive, comparative, and superlative degrees. To make this unit easier for the students you should prepare a list of adjectives and ask them to write the three degrees for each. As soon as they are finished, go over the degrees and use this as a basis for discussion of the correct usage of the adjectives.
2. Test	Provide the class with a list of sentences offering a choice on the

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	degree of an adjective to be used in each sentence. As soon as they are through making their selection, check and determine whether more work needs to be provided in this unit.
	Suggested references: Gavin, pp. 163-165. House, pp. 51, 62. Stewart, pp. 129-135.
V. Telephone Techniques	A golden voice on the phone is worth a million written words. As a secretary you give an impression of what your company stands for to the general public. To many of your customers or clients the only contact they may have with the company is through the telephone.
A. The basic rules	Perhaps the most important rules are:
1. Think before speaking.	Think before you speak. Once you say something you can not erase it.
2. Use a cheerful, warm tone.	Your voice should sound like a cheerful smile. It must radiate warmth. You must sound as though you are glad the person has called, regardless of how busy you may be. Sound as though you are happy to be of service and interested in their problem.
B. Incoming calls	Discuss the following rules on incoming calls with the class:
1. Answer promptly.	Be sure to answer the phone promptly; no one likes to be kept waiting.
2. Keep pad and pen ready.	Keep a pad and pen ready to take a message. Be sure to get the spelling of the caller's name correctly, and the correct phone number, if a call-back is to be made.
3. Identify yourself when answering.	Identify yourself immediately as, for example, *Miss Jones, secretary to Mr. Jackson.* This saves time, especially if a wrong number has been called.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
4. Speak clearly.	Speak clearly and distinctly. The transmitter should be about an inch from your lips.
5. Be tactful.	Try to learn the purpose of the call without being blunt. Ask, "May I tell Mr. Jackson who is calling?" not just "Who is calling?"
6. Don't give personal information.	Do not give out information indiscriminately. If your employer is busy or out of town just say he's not available and ask if he can call back. Give no particulars. Some people use the phone to get competitive information.
7. Keep your phone covered.	If you leave your desk arrange to have someone cover your phone. Lost calls can mean lost business. If you are covering someone else's phone be sure to state your name and the name of the person for whom you are covering when you answer.
8. If you leave the phone tell the caller.	If while speaking on the phone you have to leave to look up information, tell the caller. If it will take several minutes, ask if you can call back. When you return to the phone be sure to thank the person for waiting.
C. Outgoing calls	Point out that a list of frequently called numbers and their area codes should be kept, in alphabetical order, by the phone.
	Some rules for outgoing calls are:
1. Verify number called.	If there is doubt about a number be sure to look it up.
2. Handle the phone properly.	Dial carefully. Hang up the phone gently. Slamming a receiver down is like slamming a door after a visitor.
3. Don't forget about time zones.	In making calls to other time zones remember that the other office very likely has hours different from yours.
4. Be economical.	Make a call the most economical way. If a call can be put through station-

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	to-station the rate is less than a call to a particular person. If the person you're calling is in and out of his office, a person-to-person call may be cheaper. For any call, dialing is cheaper than having an operator connect you.
D. Other types of calls	Some of the other types of calls they may have to make include: collect calls, conference calls, and picturephone calls. All of these will require assistance by the operator.
E. Practice procedure	An excellent way of practicing the handling of telephone calls is by use of a set of phones and the accompanying script, which can be obtained from the telephone company. This allows three students to practice calls at one time, two on the phones and one as the switchboard operator. Regardless of the age of the students, all seem to enjoy this method of covering telephone techniques.
F. Booklets available	There are several booklets the instructor can obtain from the telephone company that can be passed out to the class. Using these booklets as guides one can enrich the teaching of this unit. *Suggested references:* Agnew, pp. 211-232. Gregg, *Applied secretarial practice,* pp. 223-239. Free booklets: *How to succeed in business by telephone.* *Your telephone personality.*
VI. Increasing Efficiency	Discuss with the class how they can increase their efficiency and make their workloads easier by applying the following rules:
A. Do one task at a time.	Keep the top of the desk clear of all papers except those needed for the

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	immediate task at hand. A cluttered desk makes for a cluttered mind.
B. Pick up after each task.	When you finish one task take the time to put things away before starting another. This way papers will not be misplaced. Time will not be lost locating them later. It does not take nearly the time to pick up after one job as to sort materials and pick up after several jobs.
C. Organize your desk top.	Have only the necessary reference books on the top of the desk, along with a calendar and telephone message pad. Arrange these items so you have as much working space as possible.
D. Organize the drawers.	Arrange desk drawers so materials and supplies can be found quickly. The middle drawer is a good place to keep supplies like pens, pencils, paper clips, rubber bands, ruler, scissors, and a letter opener. Also you can use this drawer for folders marked *Work in Progress* and *Work to be Done*.
E. Cover work when leaving.	Do not leave work uncovered on top of the desk when leaving the room, whether it is to take dictation in an inner office, or to go elsewhere.
F. Keep a good stock of stationery.	Keep a good stock of stationery. Do not wait until the supply is exhausted before ordering. Take an inventory of supplies once a week. Time can be lost and important work held up because of inefficiency in ordering. The third drawer is a good one for the secretary's personal belongings, such as gloves, purse, tissues, etc. *Suggested references:* Agnew, pp. 41-43. Gregg, *Applied secretarial practice*, pp. 119-123.

Lesson 8
English Mechanics, Applying for a Position, and Form Letters

OBJECTIVES

1. To review English mechanics and build stenography skills
2. To discuss applying for a position
3. To continue review of words
4. To cover form letters
5. To review mimeograph stencils and other duplicating processes
6. To discuss use of tact

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
I. English Mechanics A. The colon	In reviewing with the class cover the main rules on use of colon.
1. Rules	Use a colon: between clauses in some cases, before lists and enumerations, in expressions of time and proportion, and after a salutation in a letter using mixed punctuation.
2. Illustrations	Use the chalkboard and distribute sheets of illustrations of these rules. Stress the fact that the colon and the semicolon, like other puncutation marks, are used to make the meaning of a sentence clearer.
B. The semicolon	Cover the rules that govern the semicolon.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
1. Uses of semicolon	A semicolon is used: To separate a series of equal elements containing commas, and To separate two main clauses not joined by one of the coordinating conjunctions (and, but, or, nor, for).
2. Examples for practice	After discussing the colon and semicolon separately, provide sentences requiring the insertion of these punctuation marks. Ask the students to type the sentences. As soon as they are finished check the work with them. *Suggested References:* Balsley, pp. 33, 46, 68. Stewart, pp. 172-173, 182.
II. Skill Building A. Typing numbers	Have the students practice the next group of numbers, using the pipe organ method.
1. 1-minute tests	After a practice period give them 3 one-minute tests. They are not to have more than one error per minute. Have them record their best score. Inquire as to the progress they have made. How many are now typing the numbers at one-half or three-fourths the speed of the straight copy score? Be sure to give them praise for any improvement.
B. Shorthand 1. Discuss previous assignment.	Hand back the carbons collected in the previous session. Discuss any uncorrected errors. Did they follow the special instructions in handling the letters? How neat were the corrections on the carbons? Stress the fact that it costs $3.82 to send a letter and that corrections must be made neatly to avoid the additional expense of typing a letter over again. If possible, divide the class into sections to use the different dictating aids available.

CONTENT OUTLINE	CONTENT DETAIL AND TEACHING TIPS
2. Give new dictation.	Preview the material to be dictated and push for higher speeds. Give them an occasional rest by having them tell the correct punctuation for a tricky sentence, or the spelling of a difficult word.
a. Reading back of a *cold* letter	Before dictating the letter ask them to turn to a date several weeks before, in their shorthand pads, and to read aloud a letter dictated on that date. This will reinforce the necessity for writing distinct characters of correct proportions.
C. Transcription	Select for transcription a letter that can be transcribed using the AMS Simplified letter form. Ask the students to refer to their secretarial manuals for this model.
1. Timed production	Tell the students that they are going to be timed and that they should raise their hands when they finish typing the letter. Then they are to practice typing either numbers or straight copy until all students are finished. On your class list write the number of minutes it takes each student to transcribe the letter.
2. Production rates	After all students have finished, ask them to determine their production rates and compare them to their straight copy rates. They should try for a time of 50 percent of the straight copy rate. Some will go faster than this, but most will equal the 50 percent mark or will take more time than that.
3. Time wasted	Timing will force the students to realize how much time is wasted in erasing, in looking for materials, and because of poorly written outlines. The production rate including all these delays is the rate of speed they would be working at in an office situation.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	If time allows check over the transcripts in class.
III. Applying for a Position A. Types of opportunities	Start by discussing the question, "What type of position do you want?" Also: "Where are you going to be happy?"
1. Starting positions	The students should realize that most secretaries in their first positions may take jobs different from secretarial work. These could include jobs such as clerk-typist, typist, transcription operator, or junior secretary. As they gain experience and show their ability they will usually be advanced.
2. Advancement	Most secretaries have 5 to 7 years of experience when they become full-fledged secretaries. In small offices the opportunity to step into a secretarial position quickly occurs more often.
B. Type of firm	Other pertinent questions include: What are the students' interests? Are they interested in banking, retailing, manufacturing, law, medicine, or some other specialized field?
C. Size of office 1. Small	Do they prefer a small office or a large one? In a small office the secretary has a greater variety of tasks to perform. A secretary may be the whole office force in a small office. Those secretaries who like the freedom of working alone and doing a variety of tasks would be happy in a small office.
2. Large	A large office can give one a feeling of importance and a title on the desk. A person who likes working with others would probably like a large office.
D. Location of office	The location of an office job also plays a part in the selection. Do you have to stay in one location?

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	Do you have a car? If you have to rely on public transportation then your job choice is very much narrowed.
E. Other aspects of employment	Large city firms usually require more formal dress in their offices than their suburban counterparts. And, the more formal the dress, the more costly. Parking in the city can also eat up the pay check. On the other hand, driving to work into the suburbs is an expense. However, this expense is sometimes repaid by extra fringe benefits. Whenever two opportunities occur at the same time you must balance the net advantages of one against the other.
F. Job leads 1. Friends	One of the best sources of job openings is through friends and relatives. They may work in an office which has an opening or know of another office which has one. Many very good jobs are not advertised.
2. Newspapers	Newspapers are common sources of job leads. Don't overlook the school placement service. Personnel offices of large firms are good places to apply for a position.
3. Employment agencies	Private employment agencies charge a fee, usually one week's pay. But in some instances the firm that has the opening will pay the cost. The New York State Employment Service helps find jobs in private and public employment, without a fee.
4. Civil service	Federal, State, and local civil service offices offer more sources of free contact with job openings.
G. Personal data sheets	The students should prepare personal data sheets for themselves. They will need these whether they are applying for a job through a newspaper or in person. Prepare a guide sheet to show the arrangement of a data

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	sheet and distribute copies.
1. Content of data sheet	Discuss the following parts of the data sheet with the class: Name — Work experience Address — Work references Telephone number — Height Age — Weight Education — Marital status Extracurricular activities — Physical condition
2. Assigned sample	You should suggest that the students type a copy of a personal data sheet and submit it at the next session. You can then make suggestions on it. (Return it to them individually as it is confidential.)
H. Application letter	Besides the data sheet, a job applicant should include a letter, if the application is to be made by mail.
1. Content	This letter should contain the following points: • The source of the lead to the opening • Why you are interested in working for the firm • Your qualifications • The date when you can begin • Your name, address, and telephone number
2. Length	Do not use a long letter. The details needed are on the data sheet. *Suggested References:* Agnew, pp. 531-533. Gregg, *Applied secretarial practice*, pp. 474-476.
IV. Word Study A. Spelling	Dictate the next spelling list to the students at their typewriters. Check the papers and discuss reasons for errors. Give the students an opportunity to practice those words they had difficulty in spelling. Assign the next group of spelling words to be studied.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
B. Vocabulary	Distribute a duplicated vocabulary list based on the homework and ask the students to write a definition for each of the terms. Check the answers by calling on the students to read their definitions. Go over the next set of vocabulary words with them.
V. Form letters	Introduce the form letter and stress its usefulness in an office that receives many requests for the same information. Explain how it saves time.
A. How used	In using a form letter the secretary types only the current date and the inside address and salutation. The rest of the message is included in the duplicated form letter. The secretary uses the same typewriter that cut the stencil so the letter will look like the original typing.
B. Sample for manuals	You may wish to give the students a copy of a form letter for their manuals. *Suggested References:* Agnew, pp. 115-116. Gregg, *Applied secretarial practice*, pp. 108-109.
VI. Preparing Mimeograph Stencils	The easiest way to teach this unit is to distribute a stencil to each student. Explain that when mimeograph is used, several hundred copies should be run or the process may be uneconomical.
A. The stencil	The stencil consists of two parts, the stencil sheet and the backing sheet. A cushion sheet is placed between the two to ease the reading of the stencil after it is cut. The cushion sheets are usually in a separate folder in the stencil box. Some manufacturers place protective sheets between stencils so they will not stick together.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
1. Film sheet	Stencils with film sheets are slightly more expensive. A *film sheet* can be placed over the stencil when typing it, to avoid holes which might be made by o's and periods and other characters. These holes are more likely with a manual machine. In doing a rush job, you can avoid cleaning the type by using a film sheet over the stencil. It is not the best practice but it can be done.
2. Clean keys needed	In order to get good stencil copy, the keys should be cleaned with plastic or liquid cleaner. Using a brush alone just transfers the dirt from one key to another.
3. Typing the stencil	To type a stencil put the ribbon key on *stencil*. Put a sheet of paper in the machine and hit enough keys to be sure that all dirt has been removed. Check the capital letters especially, as dirt sticks hardest to them.
4. Cleaning demonstration	Demonstrate the cleaning of the machine and then have the students clean their machines.
B. Planning copy	Next, draw the attention of the students to the lines on the stencil. All typing must be done within the broken lines. Explain to them that the copy should be typed in rough form on a sheet of paper before typing the stencil. Use the same margins that will be used on the stencil. This planning makes for better finished copy. One broken vertical line on the stencil is the centering line. Plan to arrange equal amounts of material on each side of this line.
C. Typing copy	If the copy is to be run off on $8\frac{1}{2}$ x 11 paper, the typing must stop before line 60 on the stencil. If legal size paper is to be used, the typing may extend down further.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
1. Avoiding holes	When typing on a manual machine, use a lighter touch on o, e, c, period, and other characters that might cut holes. Capitals usually have to be hit harder. Check to see that the carriage does not move an extra space forward when hitting the capitals harder. After cutting the stencil, proofread it line-by-line. Then proofread the entire page for overall content before removing it from the machine.
2. Correcting errors	In case of an error: • Roll the stencil upward in the typewriter. If a film sheet is used bring it forward over the hood. • Burnish the error by rubbing gently with a paper clip or the smooth end of a pen. • Hold a finger between the stencil and the backing, and apply a drop of correction fluid on the error. Apply only a small drop and use a vertical stroke. Let it dry a minute. • Replace the film sheet. Position the carriage and retype the error using a light stroke.
3. Major error	In case a major error has been made or a change in copy is needed and there is no time to retype the whole stencil, cut out the paragraph containing the error. Then retype the paragraph on a new stencil. Now cut out this paragraph, fit it into the hole in the original stencil, and use mimeograph cement to affix it in place. This must dry for a while, but the secretary can be doing other tasks while it is drying.
D. Drawings and writing	Using a stylus one may draw or write on a stencil. Various kinds and sizes of styli are available for art work. In having the employer sign

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	a letter on the stencil use either a stylus or a dry ballpoint pen.
1. Mimeoscope	An illuminated drawing board (called *mimeoscope* or *light box*) is used in doing art work or diagrams on a stencil.
E. Storing stencils	A stencil may be dried on a mimeograph folder or on newspapers. It can then be placed in the files and reused at any time.
1. Stencil for practice	Have the students type a form letter on mimeo stencils. As soon as they finish, run them off so they can see the entire mimeographing process.
	Suggested References: Agnew, pp. 366-377. Balsley, pp. 333-335. Gregg, *Applied secretarial practice*, pp. 352-356. *Techniques of mimeographing.*
VII. Other Duplicating Processes	In an office of any size you usually have a photocopier. This device ranges in price from $25 to thousands of dollars. Some have special uses besides ordinary copying.
A. Special uses	Some are suitable only for making one or a few copies of a letter to be sent out, or a business paper received. Another type will produce a ditto master or stencil from typewritten copy.
B. Quantity produced	The more expensive models will run thousands of copies. On some of these the copy can also be enlarged or reduced. Some models require the use of special weight paper.
C. Clean typewriter needed	In preparing a letter for duplication, be sure that the typewriter is clean and the ribbon dark. For corrections use a liquid made especially for this process. Corrections made correctly will not show on the duplicated copies.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
D. Demonstration helpful	If there is an electrostatic or infrared copier in the school, arrange for use of the room for demonstration. Free teaching aids can be secured from the Multigraphics Division of Addressograph-Multigraph Corporation, the Xerox Corporation, and other manufacturers of duplication equipment.
VIII. Personality Development: Use of tact	It is necessary for an executive secretary to have a great deal of tact. All day long she deals with people—coworkers, customers, and her employer.
A. Under pressure	She is under much pressure in keeping up her work schedule. Nevertheless she must take time to speak to others as she would wish to be spoken to in their place. A salesman must be made to feel welcome even though he comes unexpectedly and the employer cannot see him. He must leave with a feeling that the secretary was sorry she could not work in an appointment.
B. Criticizing	A secretary occasionally has the unpleasant task of criticizing someone else's work. She must handle this in such a way that the person realizes the seriousness of the mistake, but does not resent being called to task for it.
C. Suggesting	An executive secretary may be in a position to make suggestions to her employer that differ from his (or her) opinion. She must make such suggestions very tactfully, not as criticism, but as suggestions. A tactful person is appreciated. Coworkers will work harder to please someone who is considerate of them.

Lesson 9
Word Study, Report Writing, and Work Standards

OBJECTIVES

1. To cover a unit on word study
2. To continue discussing interviewing and employment
3. To administer an employment test or cover skill building
4. To review report writing
5. To teach how to do fill-ins on a form letter
6. To discuss work standards

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
I. Word Study A. Spelling	Test the students on the words assigned for homework. Check the answers and discuss the difficulties. Explain that this is the last group of words they will have to study in this course. At the next session the rules that they have studied will be reviewed.
B. Vocabulary	Dictate a definition and ask the class to write the term that it describes. Check the answers with the students. Praise them for the work they have done.
II. The Job Interview	Stress the importance of an applicant thinking through what she is going to say in a job interview. Suggest that they plan a campaign to secure the position they are applying for.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
A. Prompt arrival	Caution them to arrive ahead of the time set for the interview. If the appointment is for 9:30 and it normally takes 30 minutes to reach the firm, the applicant should plan on 45-50. Unexpected events have a way of happening at the most critical time. Arriving a few minutes early tells the prospective employer that the interview is important to the applicant.
1. Supplies	Since the prospective employer may give a shorthand test, it is best that the applicant take along a shorthand pad, pen, and eraser. These can be carried in the applicant's handbag. It is also desirable that a copy of the data sheet be brought.
B. First impressions	First impressions are lasting. One should be poised, confident, and well groomed during an interview.
1. Care in appearance	Applicants should look as though they had just stepped out of a bandbox, with well-pressed clothes, and a clean look, especially nails and hair. Dress should be basic and in good taste.
2. Hair	The hair should be attractively arranged but not in a way which would interfere with working efficiency. An employer likes to see two eyes of his employee, and the secretary needs both hands to do her work, not hold the hair back.
3. Handbag and gloves	The handbag should be of modest size and well organized. Don't put the handbag on the employer's desk. Gloves are optional depending on how formal the office might be. If in doubt, carry them.
4. Makeup	Makeup should be kept to a minimum; the employer is not hiring an actress. Heavy makeup is not appropriate, any more than is gaudy nail polish.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
5. Clear voice	When asked questions give a clear distinct answer. No one wants a secretary who is going to have to be asked everything twice. Time is expensive.
6. Questions	If the applicant has questions she should be sure to ask them. But she should avoid a *What can I get* attitude. An applicant wishing to work for a company because it has good fringe benefits is not all the employer wants to hear about. What about the fact that the company has a good reputation in the business world? Or that the firm is proud of its employees and their progress, and is a firm where a secretary can build a good future.
C. Concluding interview	At the conclusion of the interview the applicant should thank the interviewer and express the hope that the firm will contact her.
D. Presentation in class 1. Guest speaker	A very good way to present this unit in class is to have a personnel director as a guest speaker. This gives the students an opportunity to receive information direct from a person in the field. Also there may be questions they would like to ask.
2. Role playing	Another good method of presentation after the subject content has been covered is role playing. Have one student take the part of the interviewer and one the part of the job applicant. The rest of the class will take notes as the interview progresses. A discussion will result and then another pair of students become the actors. After several perform, the instructor should become the applicant and do most everything from a negative standpoint while the students find the errors.
3. Free references	There are several free materials you can obtain for the students on grooming and job interviews.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	Suggested references: Agnew, pp. 523-546. Gregg, *Applied secretarial practice*, pp. 463-478. *Making the most of your job interview.* (Free) *To the prospective employee.* (Free) Visaggi. (Free)
III. Employment Test	At this point in the lesson you have the choice of administering an employment test (typing, shorthand, English grammar, punctuation, and spelling) or proceeding with skill building.
A. Mark the papers and return them.	If you give the test, mark the papers and return them at the next session so the students can learn from the experience. *Suggested references:* Fisher, p. 209. Henderson, p. 186. Krulik, p. 349. Mulkerne, p. 151.
IV. Skill Building A. Typewriting 1. Pacing sentences	Ask the students to use the pacing sentences in their manuals for practice, or give them a typewriting rhythm record for limbering up. Either one will force them to type at a higher speed. If you use the record stop it after a minute and let them rest until they get used to typing to music. If a typing record or tape is not available, use a regular march record. It starts the class off on a peppy note.
2. 1-minute tests	After the practice period give the usual 1-minute tests on figures. Check and record scores. Note the improvement and give praise accordingly.
3. 3-minute tests	Now tell the students that they may choose to take one of the 3-minute tests. You may wish to give the students a new copy so they will have a larger choice.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	Allow them time to practice the copy and then administer the 3-minute tests. Have the students score, record, and hand in the best copy. *Suggested references:* *DDC timing record.* *Tempos to type to.* (Records or cassettes) *Typing rhythm records*
B. Shorthand 1. Brief-form review	Start the class with a brief-form review. Follow that by using a phrase letter to push for higher speeds.
2. Letter practice	Next preview a letter about 3 minutes long. Practice the letter, giving the students time to read back occasionally.
C. Transcription 1. Letter with special instructions	Select a letter for dictation with special instructions, including three carbon copies, addresses for the carbons, and envelopes. Give them pieces of paper of envelope size to simulate the envelopes.
2. Production rate	Tell the class to indicate when they have finished typing the letter and envelopes. Record the time and figure the production rate for each student. Warn them that any errors not corrected will be deducted from their production rate. Only a corrected letter is acceptable for signing. Have them turn in the letters to you.
V. Report Writing	This unit can best be covered if you give the students a 1-page typed report. With one style of report as a model, they can make notations in their manuals about variations from this model.
A. Length and form	Inform them that business reports range from a 1-page interoffice memo to a report of 40 pages or more. The form of a report depends upon its purpose. Regardless of length or purpose, a report must be attractive.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
B. Stages in writing	If an employer writes a report he will probably do it in longhand. The secretary will then type a rough draft, using double or triple spacing. The employer will go over it and make changes and the secretary will retype it. The employer will then edit it so it can be typed in final form.
1. Rough typed draft	In preparing the rough draft the secretary may *x-out* errors and not spend time making neat corrections.
2. Final typing	In the final report, however, corrections must be very neat. It should be typed on good quality bond paper, double spaced, with a typing line 6 or $6\frac{1}{2}$ inches long.
3. Margins and binding	If it is to be bound at the side, a $1\frac{1}{2}$-inch margin is used on the bound side. If it is to be bound at the top, a 1-inch margin is used on both sides. The top margin on a copy bound at the side is 2 inches; if bound at the top, $2\frac{1}{2}$ inches. An inch margin is used at the bottom, in any case.
4. Carbon copies	Carbons of the rough drafts are not usually needed. For the final typing a good grade of carbon paper should be used. Change the carbon frequently to avoid *treeing*. Erasures should be made carefully and so well that they cannot be detected.
C. Proofreader's marks	A secretary should know the proofreader's marks that are used by many executives to indicate changes in copy.
1. Discussion of marks	Give the students a duplicated copy of the proofreader's marks. Go over them with the class. A transparency would help in the explanations.
2. Typing from rough draft	Next ask the students to type a rough draft and a final copy of a 1-page report. Give them the rough draft in longhand, with some proofreading marks in it.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	Suggested references: Agnew, pp. 119-140. Balsley, pp. 248, 300-327. Gavin, p. 287. Gregg, *Applied secretarial practice,* pp. 171-181. House, pp. 176-177. Lessenberry, p. 106. Rowe, *Gregg typing, 191 series, Book II,* pp. 134, 219, 256.
VI. Filling in the Form Letter	Prepare and distribute a list of addresses. Have the students use them to fill in the form letters that were run off at the previous session.
A. Same typewriter to be used	Be sure that each student uses the same typewriter she cut the stencil on. Also that the darkness of the ribbon is close to the shade of the mimeograph ink. The keys must also be clean.
B. Accurate alinement needed	Following are the instructions for filling the blanks: Insert a form letter in the machine and line it up. Place the ribbon key on stencil and tap lightly over a period, or a *1* to see if it is alined.
C. Typing done in reverse order	Roll the letter to the first line in the body. Working backwards fill in the salutation, then the last line of the inside address, etc. Have the students hand in the completed exercise for you to examine.
VII. Work Standards	Who sets the standards for the quantity and quality of work a secretary should do? Of course, the minimum quantity is set by the office manager.
A. Goal for a secretary	Should doing the minimum satisfy a secretary? No, not if she aspires to become a private secretary.
1. More and better work needed	Unless a secretary can do more work of better quality than others, her chances are slim of being chosen for a position she is applying for.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
2. Private secretary a leader	A secretary who has the highest paid job as a goal must prove that she deserves it. She is expected to set an example for others, not to follow others. Her work should be the best, no matter how small or unimportant the task.
3. High standard a responsibility	Setting a high work standard is a responsibility of a private secretary.

Lesson 10
Division of Words, Reference Books, Machine Transcription, and Organizing of Work

OBJECTIVES

1. To review English mechanics, spelling, and division of words
2. To increase skill in shorthand
3. To acquaint the class with pertinent reference books
4. To demonstrate machine transcription
5. To discuss the organizing of a secretary's work

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
I. Review Employment Test or Transcription Papers	Spend the first part of the session on either a review of the employment test or of the transcription papers turned in the previous session.
II. English Mechanics: the Apostrophe	Discuss with the class the uses of the apostrophe. Use a transparency containing rules and examples and give the class duplicated copies.
A. To show possession	To show the possessive case: • Add *'s* to singular nouns and plural nouns not ending in *s*. Examples: *boy's* hat, *children's* meals. • Add an apostrophe without an *s* to plural nouns ending in *s*. Examples: *boys'* hats, *girls'* dresses.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
B. For contractions	The apostrophe is used to form contractions and to indicate the omission of numbers or letters. In typing an apostrophe, no space is left between it and the adjacent characters. *Suggested References:* Balsley, p. 82. Hanna, pp. 711-713. House, pp. 53-57.
III. Skill Building A. Typewriting	For this final session select the type of warmup the students enjoy most: either musical or oral pacing, or use of the Educational Development Labs (EDL) reader. Follow this with number drills and speed tests. Comment on their increased speed and accuracy as compared with the beginning. If there is enough time, run the first copy of the speed test over again and point out how easy it is for the students now—9 weeks later.
B. Shorthand	Start the practice period off with a brief-form drill followed by a phrase letter.
1. Office style	Change the pace by offering office-style dictation to the entire group. This may be annoying to some but tell them they must control their facial expressions.
2. Changes often made	Explain that an employer has the right to change or omit parts of a dictated letter. There will be many times when they have to sit and wait for him to form his ideas. They should spend this time going over their outlines so they will have no trouble when transcribing.
3. Insertion procedure	When an employer does make a change, the secretary should label it "A," for example, and make a notation in

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	red about where the addition or change is to be put. She should not try to squeeze an addition in between lines—that becomes very confusing when she transcribes.
4. For many changes: 1-column notes	If the dictator is one who constantly goes back in the letter and makes changes, the secretary would be wise to use only one column in her shorthand pad. This provides room for special notations without crowding. Nobody will object to the number of pages used as long as the finished transcript is correct.
5. Sample dictation	Dictate several letters using this type of dictation. If you can invite someone else in to give dictation occasionally, it will be a welcome change for the students. This is especially true if you invite a man. This will break the monotony of all-female voices.
C. Transcription	Dictate several short letters in office style. Include special directions on one of them. Time their transcription of these letters. As soon as they are finished check them orally or with the help of a transparency. Discuss any problems that may arise with this type of dictation.
IV. Division of Words	Explain to the class that a word cannot always be divided by syllables as shown in the dictionary. There are limitations on the use of the hyphen.
A. Review of rules	Provide the class with a list of the rules about typing and dividing of words. Go over the list and put examples on the chalkboard or transparency. *Suggested References:* Balsley, pp. 212-213. Gavin, pp. 901-906. House, pp. 113-116. Silverthorn, pp. vii-viii.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
V. Word Study A. Review	Prepare a transparency containing all the spelling rules studied. Leave enough space between rules to write in an example of each. Give duplicated copies to the students. Ask for a volunteer to write correct examples on the transparency, as other members of the class notice and comment. If an overhead projector is not available use the chalkboard. Using colored chalk will provide a change and some emphasis.
VI. Reference Books	Tell the students that a secretary's best friends are her reference books. Urge them to buy their own if the office they work in does not have the books they need.
A. Office library	Most offices will have the following: dictionary telephone directory city directory Post Office zip code manual company office manual
B. Personal copies	The secretary should have personal copies of the following in any case: shorthand dictionary secretarial handbook thesaurus word division manual spelling book
C. Source books outside	A secretary should be aware of the following source books: *Congressional Directory* *Who's Who in America* Bartlett's *Familiar Quotations* *World Almanac and Book of Facts* *Information Please Almanac* *U.S. Government Printing Office Style Manual* *Robert's Rules of Order*
1. Additional source books	handbook of synonyms, antonyms, etc. credit information directories professional directories trade and business directories books on etiquette

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
D. Nearest library	Explain that it is the secretary's duty to know where the nearest public library is located. She should be familiar with *Reader's Guide to Periodical Literature* and other reference sources, and know how to use them. She should also get to know the librarian, who can save the secretary a great deal of time and effort.
E. How to present	If this class is held in a high school, the best way to present this unit is to take the class into the library and explore the sources mentioned. If this is not possible, the next best method is to bring the books into the classroom. To appreciate what the books contain, the students should have an opportunity to examine them by themselves. After you have presented the volumes and explained the use of each, give the students time to look them over. Explaining is not enough. *Suggested References:* Agnew, pp. 603-608. Gregg, *Applied secretarial practice*, pp. 145-158.
VII. Machine Transcription	Machine transcription is the typing of material previously dictated on tape or some other medium. The best way to present this material is by demonstration. If you are not familiar with the equipment, you can get an instruction book for it from the place where it was bought.
A. Types of equipment	Explain to the group that most makes of dictating-transcribing equipment come in two types: equipment with separate dictating and transcribing units, and a combination dictating and transcribing unit. Most offices use the separate units. This allows the employer to dictate at the same time a secretary is transcribing previous dictation.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
1. Recording medium	On this equipment either a plastic belt, or a plastic disc (like a phonograph record), or plastic tape is used for recording the dictation. Tape is generally contained in a *cassette*.
B. How to operate the transcriber	Demonstrate how the secretary operates the equipment by placing the cassette or disc or belt on the machine. Remove it and have a student put it in.
1. Start, listen, stop.	Show the students how to start the transcriber, listen to a line, and stop it. Have students try starting, listening, and stopping. They should be aware that you can replay a part if you did not understand what was said.
2. First, listen to whole letter.	Explain that before a secretary starts to transcribe a letter she should listen to the whole thing. Some employers are very careful to mark on the indication slip where corrections are to be made. In any case the secretary should listen to the letter, noting any words or special punctuation that she will need to look up before she starts typing.
3. Look at dictation slip.	The dictation slip tells the secretary how long the letter is and may also show corrections. From this slip she can decide on the proper margins.
4. Develop ability to remember.	Point out that a secretary has to develop the ability to carry long phrases in mind so she can build up transcription speed. She must learn to keep the typewriter moving but to turn off the dictating machine when necessary.
5. Know correct word division.	A secretary must know correct division of words, especially for machine transcription. When she is intent on listening to the words she sometimes slips up on word mechanics.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
C. Dictating machine 1. Have students learn to dictate.	If there is a dictating machine available it is good practice to have the students learn the correct way to dictate.
2. Follow these suggestions.	Suggestions for dictating: 1. Don't be nervous—relax. 2. Don't get the microphone any nearer to the mouth than 3-4 inches. 3. Don't clip off the end of a word with the correction or stop button. 4. Do speak in a normal tone. 5. If you make an error press the correction button. *Suggested References:* Agnew, pp. 51-57. Gregg, *Applied secretarial practice*, pp. 65-67. Visaggi.
VIII. Planning Efficiently	Instruct the students that as secretaries they are to be secretarial efficiency experts.
A. Plan ahead.	A secretary must plan her work far enough in advance so she anticipates peak loads. Much of the background work for these loads can be prepared in advance. This would relieve the pressure that might cause delays and errors at the time the work was being done.
1. Make a work schedule.	The efficient secretary keeps a work schedule covering work planned for several days ahead. Keeping this schedule from year to year will alert her as to when the peak loads occur. This schedule would form a part of her secretary's manual.
2. Make your plan at the start of the day.	The secretary should finish planning the day as soon as she arrives at the office. She should always arrive a few minutes early. She should plan the important tasks first, and fit the less important ones around them.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	Small tasks should be taken care of each day before the employer arrives. This includes straightening the employer's desk, dusting, changing the calendar, sharpening pencils, etc.
3. Have materials ready.	A secretary's dictation supplies should be arranged so they can be reached quickly. She should have more than one pen ready, including a red pen or pencil for special directions. She should uncover her typewriter when she comes in. If no typing is required at the time, she can at least place a sheet of paper in the typewriter so it will look efficient.
B. Appointment calendar	The secretary should look over the employer's appointment calender and remind him upon arrival of what, when, and where for the day.
C. Incoming mail	Remind the students that another important morning duty is the opening of the mail. The personal letters should be pulled out and placed aside. Then the rest of the mail should be opened. Letters that need immediate attention should be put on top.
1. Reference material	The secretary should then take out the folders and other materials that will be needed to answer these letters. The correspondence folder for each firm gives the background material. The secretary should take the folders with her when she goes in for dictation. It saves her time and the time of the dictator.
D. Routine tasks	At any given time there are many tasks that need to be done. This includes checking on the typewriter ribbon, cleaning the machine, taking inventory of office supplies, and unfinished work from the previous day.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	The secretary should avoid getting involved in a big but unimportant job when there is more important work to be done. Such a job, like culling and cleaning out files, should wait for a slack period, such as when the employer is away from the office.
E. Be cheerful	The secretary should greet her employer with a cheerful good morning. If he is one who likes coffee immediately she should see that he has it. It is the little thoughtful things that make her a good secretary. And a good secretary will always have a well-paid position. She must learn to start the day off with efficiency and cheerfulness and it will run smoothly.
	Suggested References: Agnew, pp. 26, 41. Gregg, *Applied secretarial practice*, pp. 21, 52-55.

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